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ABSTRACT

This unit is part of a Mississippi program designed to provide exploratory experiences and training for handicapped students, to determine if these students are capable of further vocational training or are poor risks for further occupational training, and to train students for basal skill occupations. The materials included in this unit on sewing have been developed for use by teachers of mildly mentally retarded students. The unit contains 10 miniunits that cover clothing-related occupations; the sewing machine; small sewing equipment; getting ready to sew; pattern and fabric selection; pattern layout; cutting and marking; stitching and pressing seams; constructing a project; and clothing care. Each miniunit is composed of the following parts: unit goal; objectives; resources; tools and/or equipment; materials and/or supplies; information and/or procedures; and learning experiences. The last page of each miniunit is a sample form designed for use by vocational preparation teachers in recording tasks in the order in which they should be taught, with procedures to be used for accomplishing them. A glossary is included in the guide. (KC)

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EXEMPLARY PREVOCATIONAL PROGRAMS FOR THE HANDICAPPED IN MISSISSIPPI

SEWING

PVQ UNIT XIII - Miniunits 1-10

BEST COPY AVAILABLE

EXEMPLARY PREVOCATIONAL PROGRAMS FOR THE HANDICAPPED IN MISSISSIPPI

SEWING

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FOREWORD

Handicapped students are usually limited in their life experiences and need exploratory experiences to determine their innate vocational ability. The aim of this program is to provide exploratory experiences and training for the handicapped student; to determine if the student is capable of further vocational training or is a poor risk for further occupational training; and to train the student for basal skill occupations.

The vocational preparation program is designed to help the students understand the nature of different kinds of work; to provide students with the qualifications and prerequisites necessary for entry into a field of employment; and to introduce the students to the work options available so that they can make sound decisions concerning their occupational abilities.

Specific Objectives of the Program

1. To provide activities to help identify the vocational potential of students.
2. To provide information and experiences to aid of the student in becoming aware of occupational opportunities.
3. To develop fundamental skills which can be used when working with materials related to various occupations.
4. To develop safe work practices with tools, machines, and materials.
5. To develop eye-hand coordination.
6. To develop finger dexterity.
7. To develop spatial and color perception skills.
8. To provide an opportunity for students to experience true success in vocationally oriented activities.
9. To promote harmonious interactions with peers to achieve common goals.
10. To develop elementary problem-solving abilities.

Morris Murray
State Supervisor
Special Vocational Programs
For The handicapped

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AN INTRODUCTION TO THE MATERIALS

The materials included in this unit on sewing have been developed for use by teachers of educable mentally retarded students. The miniunit activities are designed for use by vocational preparation teachers; however, a portion of each unit may be appropriate for other groups of students. Vocational preparation and special education teachers must correlate their teaching efforts for the students to receive maximum benefits.

When studying the information, some words will be uncommon, but related to the study of sewing. Such words and their meaning are contained in the GLOSSARY for easy reference.

Each miniunit is composed of the following parts:

Unit Goal: A statement of the specific purposes of the miniunit which establishes the minimum accomplishments expected.

Objectives: Statements of specific purposes of each unit which establish minimum accomplishments expected.

Resource(s): A list of books or pamphlets which contain information pertinent to the tasks and activities involved in the miniunit. An asterisk precedes those references which are deemed more informative than others included in the list.

Tool and/or Equipment: A listing of tools and/or equipment needed to accomplish the activities suggested in the miniunit.

Materials and/or Supplies: A listing of materials and/or supplies essential in the accomplishment of the suggested activities.

Information and/or Procedures: A compilation of information and procedures needed to accomplish the miniunit objectives.

Learning Experiences: A listing of suggestions which should be helpful to the vocational preparation teacher in planning and organizing the class experiences. These suggestions should be supplemented by activities stemming from the teacher's personal ingenuity and familiarity with local circumstances and student ability levels.

Numbering the miniunits from 1 through 10 does not mandate their use in this order. The miniunits may be selected in any order the teacher chooses.

The last page of each miniunit is a sample form designed for use by the vocational preparation teacher in recording tasks in the order in which they should be taught, with attending procedures to be exercised in their accomplishment. The use of this form should aid the vocational preparation teacher in organizing and managing the instructional program.

GLOSSARY

Sewing

1. Alteration--Procedure of changing a garment to fit by adjusting seams and darts, changing hem lengths, or adjusting trouser lengths.
2. Application--Form of personal facts filled out by an applicant and needed for a job.
3. Bleach--A chemical agent used to whiten clothes and to remove stains.
4. Bobbin--Round plastic or metal spool which holds the bottom thread in the sewing machine.
5. Bobbin Case--The part of a sewing machine that holds the bobbin and regulates the bottom thread tension.
6. Colorfast--Colors or dyes of a fabric that can be washed without fading.
7. Crosswise Grain--The threads running from selvage to selvage on fabric.
8. Custom Sewing--Making garments for individuals to fit their own particular requirments.
9. Detergent--A cleansing substance used for washing clothes.
10. Dressmaker's Shears--Large cutting tool (7inches or longer in length) used for cutting fabric.
11. Durable Press--Chemical finish applied to fabric to reduce ironing.
12. Ease--Sewing together fabric pieces of unequal length without gathering or puckering with the larger edge being worked in gradually so the extra fullness is evenly distributed.
13. Emery--A file used to keep needles and pins sharp.
14. Employee--Person who works for a person or company to earn income.
15. Employer--Person or company that a person works for.
16. Fabric Width--Distance between uncut edges.
17. Fabric Softener--An agent that helps give soft feeling to clothes, prevents static electricity, and makes ironing easier.
18. Face Plate--Part of the sewing machine that protects the pressure dial and, on some sewing machine models, contains an upper threading chart.
19. Feed Dog--A part of a sewing machine that moves fabric automatically under the presser foot.
20. Flat Drying--Drying on a flat surface to prevent shrinkage or loss of shape.
21. Grain--The arrangement or direction of threads in a woven fabric.
22. Hand Wash--Washing items by hand to prevent damage.
23. Hand Wheel--The part of a sewing machine that controls the up-and-down motion of the thread take-up lever and needle.
24. Iron--A metal appliance, either steam or dry, used to press wrinkles from clothing or fabric.
25. Ironing--A back-and-forth motion on fabric to remove wrinkles and improve its appearance after the garment is finished.

26. Ironing Board--A large, narrow, padded board on a collapsible support, used in combination with the iron to steam, press, or iron fabric or garments.
27. Layout--The way pattern pieces are placed on fabric for cutting.
28. Lengthwise Grain--The grain running parallel to the selvage.
29. Line--Deatils of a garment that divide it into smaller areas.
30. Needle and Thread--Used in combination to hand sew, tack, baste, and darn.
31. Needle Clamp--The part of a sewing machine that holds the needle in position.
32. Occupation--A job or vocation at which a person works.
33. Pattern Markings--Special symbols used as guides when working with a pattern.
34. Pin Cushion--A small, firm cushion in which pins are stuck to keep handy when sewing.
35. Pinking Shears--Sewing scissors with notched edges used to finish raw edges of fabric (with a zigzag pattern) to keep it from raveling.
36. Pins--A short, straight, stiff piece of wire with a blunt head and sharp point, used to mark symbols, to hold darts and seams together while being stitched, and to fit and alter garments.
37. Power Control--The part of a sewing machine that permits the sewer to operate the sewing machine at desired speed. It is operated by knee or foot.
38. Preshrink--To treat a fabric before cutting so that the size of a finished project will not change by washing or cleaning.
39. Pressing--An up-and-down motion used during garment construction to eliminate bulk, to help seams lie open and flat, and to make further sewing easier.
40. Pressing Cloth--A cloth laid over fabric when ironing to prevent marking the fabric.
41. Press Mitt--A glove used over the hand when pressing small areas.
42. Pressure Control--The part of the sewing machine that regulates the pressure between the feed dog and the pressure foot.
43. Presser Foot--The part of the sewing machine that holds the fabric in the machine.
44. Presser Foot Lifter--The part of the sewing machine that raises and lowers the presser foot.
45. Repair--To restore a garment to sound condition by replacing zippers, mending seams, patching tears.
46. Resumé--A summary or brief record of one's personal history, experience, and education submitted with a job application.
47. Reverse Stitch Control--A control on a sewing machine that permits the machine to stitch backwards.
48. Seam Ripper--An instrument used to cut and remove machine stitching.
49. Seam Roll--A cylindrical stuffed cushion with rounded ends for pressing small curves or long seams in narrow areas.
50. Sewing Gauge--A 6-inch ruler with a sliding pointer used to measure short distances.
51. Sewing Machine--An electric machine used for sewing most fabrics.

52. Sewing Scissors--Scissors used for cutting threads.
53. Selvage--Finished edge along the length of fabric.
54. Silhouette (Outline)--The shape of a garment.
55. Sleeveboard--A small, narrow, well-padded board used when ironing the sleeves of a garment.
56. Slide Plate--The part of a sewing machine that covers the bobbin case.
57. Sorting Groups--Separating clothes into groups, such as whites, colorfast, cottons, delicates, etc. to be washed together.
58. Starch--A substance used to give added body to fabric and to keep them clean longer.
59. Stitch Length Control--The part of a sewing machine that sets the length of stitches.
60. Stitch Width Control--The control which sets the width of zigzag stitches.
61. Synthetics--Fabrics that are made entirely from chemicals.
62. Tailor's Chalk--Soft, powdery material, in squares or pencils, used to mark fabric.
63. Tailor's Ham--A firmly stuffed cushion with rounded edges used when pressing curved areas.
64. Tape Measure--A narrow, flexible material ruler marked off in inches and centimeters.
65. Thimble--A small metal, ceramic, or plastic cup that fits over the finger to protect from needle pricks.
66. Tracing Paper--Paper in which one side is covered with material that is transferred with a wheel to mark fabric.
67. Tracing Wheel--An implement used to transfer markings from tracing paper to the wrong side of the fabric.
68. Wage--Money paid for services by a worker.
69. Yardage--Amount of fabric necessary to make a certain project.
70. Yardstick/Meterstick--Long ruler made of wood, plastic, or metal marked off in inches or centimeters.

MINIUNIT I. SEWING-RELATED OCCUPATIONS

Goal

After completing this miniunit, the student will be aware of career opportunities in clothing as well as use of skills as a hobby or for family clothing projects.

Resources

Brinkley, Jeanne and Aletti, Ann. **Altering Ready-To-Wear Fashions.** Peoria, Ill.: Charles A. Bennett Co., 1976.

Dewey, Margaret. **Teaching Home Economics to Special Students.** Portland, Maine: J. Weston Walch Publisher, 1976.

Fairchild Visuals. **Careers in Marketing and Retailing.** New York: Fairchild Publications, 1973.

McDermott, Irene E., and Norris, Jeanne L. **Opportunities In Clothing.** Peoria, Ill.: Charles A. Bennett Co., 1972.

U.S. Department of Labor. **Occupational Outlook Handbook.** Washington, DC: Department of Labor, 1986.

Vanderhoff, Margil. **Clothes, Clues and Careers.** Lexington, Mass.: Ginn and Co., 1981.

Tools and/or Equipment

1. Slide projector
2. Sewing machine
3. Scissors
4. Stitch ripper
5. Tape measure or hem gauge
6. Ironing board
7. Iron
8. Pressing cloth

Materials and/or Supplies

1. Pencils
2. Paper
3. Newspapers
4. Sample Job Applications
5. Needle and Thread
6. Sample Resume

Objectives

1. State opportunities for income in clothing care.
2. Demonstrate steps in simple alteration of ready-mades, such as pants legs, waists, and hemlines.
3. Describe mending procedures.
4. Explore local places of employment in sewing-related businesses.
5. State advantages of home sewing as economically advantageous as well as being able to make garments which fit well.
6. Demonstrate how to fill out a job application.
7. Demonstrate the ability to write a resume.

Information and/or Procedures

Special students of both sexes need training in care and repair of their own clothes. In addition, some will attempt creative sewing projects. A few may discover thay have enough talent to consider training as tailors, seamstresses, alteration specialists, commercial laundry employees, or other related occupations.

Personal Reasons for Sewing

Home sewing is still popular for achieving satisfaction in creating a personalized garment. it may also be a source of recreation for some people, an expression of love in creating gifts for special occasions for others, or a source of income when producing items to be sold. Some people may have a physical deformity or a body size which can only be fitted with custom-made clothing.

Sewing-Related Occupations

Observing workers on the job is a good way to experience the world of work. Visits may be made to local factories to observe skills needed to acquire employment and to hold a job. These observations may help in making decisions on future vocational training. Some occupations that may be observed in the clothing industry include tailors, seamstresses, alteration specialists, cashiers, sales workers, sewing machine machanics, laundry workers, laundramat attendants, drivers, and upholsterers.

A tailor usually specializes in men's clothing, coats, and suits. A tailor must be well trained in sewing techniques either in a vocational school or on-the-job training. This job can be located in the home or in a commercial business. The tailor must be able to work with people, keep records, figure costs, make changes, and write tickets. Tailors charge by the hour or set the price for the finished garment at a reasonable amount.

The seamstress takes in all types of sewing projects — clothing, linens, draperies, and furniture coverings. The seamstress may work in the home or may be hired by a business. Specialized training in sewing and pressing techniques are necessary. The seamstress also must be able to work with the public and figure measurements and cost items. The seamstress charges by the piece or by the hour.

An alteration specialist finds jobs in laundries, department stores, specialty shops, and clothing stores. This job requires skills in measuring, fitting, alterations and mending. The duties may include answering the phone, listing items to be altered, determing the charge, collecting money, and writing receipts. Many specialist jobs are part-time and allow the specialist to choose the hours. Wages are minimum.

Cashiers work in laundries or cleaning shops, chain stores, department stores, and fabric shops. They handle payments from customers, make change, fill out charge forms, and give receipts. They bag or wrap purchases and need an aptitude for working with the public. Cashiers may be required to measure and cut fabrics at times or help with stocking the store. To become a cashier, one usually begins with some other job and works up to the cashier position. The salary begins at minimum wage and increases with proficiency on the job.

The sales worker finds jobs in chain stores, retail department stores, and fabric shops. This job requires skills in measurement, sewing notions and equipment, fabrics, trims, and cutting. It also requires standing on the feet most of the time and meeting the public, and may include stocking shelves, filling in as cashier, or cleaning up the cutting tables. Some sales persons may receive a commission on sales. Minimum wages are paid by the hour.

A sewing machine mechanic works for repair shops, sewing machine companies, or department stores where routine maintenance and minor repair work are performed. Repair mechanics require special training either in a vocational school or on the job. Training usually begins with cleaning parts, lubricating, changing minor parts, and cleaning the shop until skills are acquired for service and repair on machines. The trainee may be required to keep records of maintenance and repair work, greet the customers, answer the telephone, and take orders. The job requires a mechanical aptitude and manual dexterity. The work is sometimes dirty and requires working in awkward positions with small tools. It involves bending, stooping, and lifting.

Laundry workers can be employed in a commercial laundry or cleaners, launderettes, hospitals, and hotels. Jobs include washers, sorters, pressers, cashiers, alteration specialists, and drivers. Most workers must have a knowledge of cleaning products, fabrics, and clothing. The washer must be skilled in spot removal and protection of clothing by proper washing and handling and must be experienced in operating washing machines. The presser must be aware of fabrics' reactions to heat, steam, and water and must be experienced in operating pressing equipment. Skills for these jobs must be acquired in a vocational school or on-the-job training. Salaries start at minimum wage per hour for machine operators.

The laundromat attendant is required to perform a variety of duties including washing, folding, and packing or wrapping the clothing, working the cash register, and cleaning the shop.

The driver delivers soiled clothing or linens and returns the clean laundry from the branch stores to the main laundry or business. The driver must check the truck to see that it is loaded safely and must report any equipment that does not work. The driver must drive safely and efficiently and be alert to prevent accidents. Drivers must be 21 years of age, have good vision, and normal use of arms and legs. Driver training courses in school are desirable and a good driving record is necessary. The driver may sometimes be required to help load and unload deliveries.

The upholsterer is a skilled craft worker who makes new coverings for furniture. This job requires skill in cutting and sewing. A variety of hand tools are also used including hammers, staple guns, tack and staple removers, pliers, shears, and special upholstery tools. This job requires standing, stooping, bending, and heavy lifting. The upholsterer should have good coordination, manual dexterity, and an eye for detail. It is easy to open an upholstery shop because only a sewing machine and a few small hand tools are needed. Besides in the home, upholsterers find jobs in factories, upholstery shops, or furniture stores.

Other related jobs that require manual skills and a knowledge of fabrics and materials include rug repairers, shoe repairers, leather workers, and fur finishers.

Field trips may be made to observe job opportunities at local businesses. These may vary from simple cleaning procedures to repairing or altering of garments, or working on the machinery.

Job Applications

No matter where the student may apply for a job, a job application form will probably need to be filled out. Job applicants should remember to dress well, but simply, and answer questions briefly and thoughtfully with honest answers. Ask questions politely. Be sure to phone back if another job is found. The applicant may need to apply at the same business again in the future, so be courteous. Practice working with the sample application form and the resume located at the end of this miniunit.

Rules to Follow on the Job

Because an employer invests money in an employee, a fair return is expected. The employer has the right to expect efficiency and cooperation on the part of the employee. The main concern must be getting the job done well - "A day's work for a day's pay." Many companies check employees regularly on general efficiency and performance, then base raises and promotions or transfers and dismissals on the ratings.

The employee must have the knowledge necessary to perform the job without being told what to do and how to do it. Learn all aspects of the job quickly. Usually on-the-job training will take place. Listen attentively. Do the work well and display a desire to learn. It may mean advancement to a better job. Be well organized in putting important things first. Always follow through on a task until it is completed without being distracted. Neat and accurate work is essential or the work will have to be done over, causing excess costs and time. An employee will be

SAMPLE RESUME

Donna Jones

Address 184 South Street
_____, Mississippi 38632

Education Twelfth grade student at _____ High School,
_____, Mississippi 38632

Work Experience _____ Laundry Care Center, _____ , Mississippi, 1982, employed as an assistant. Duties included preparing clothes for laundering and assisting manager.

Betty's Ceramic shop, _____ , Mississippi, 1983. Duties included pouring and cleaning greenware, storage of molds, painting bisque, and greeting customers.

Special Skills Work with children; arts and crafts; sing.

Extracurricular Activities High school 4-H Club; Special Olympics team member; member of music group

References Furnished upon request.

SAMPLE EMPLOYMENT APPLICATION

"WE ARE AN EQUAL OPPORTUNITY EMPLOYMENT COMPANY, WE ARE DEDICATED TO A POLICY OF NON-DISCRIMINATION OF EMPLOYMENT ON ANY BASIS INCLUDING RACE, CREED, COLOR, AGE, SEX, RELIGION OR NATIONAL ORIGIN: OR PHYSICAL DEFECTS."

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____

NAME _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE ZIP

PERMANENT ADDRESS _____
STREET CITY STATE ZIP

PHONE NO. _____ SOCIAL SECURITY NUMBER _____

REFERRED BY _____

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

EVER APPLIED TO THIS COMPANY BEFORE _____ WHERE _____ WHEN _____

EDUCATION	NAME AND LOCATION OF SCHOOL	YEAR ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

U.S. MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) _____

INCLUDE ORGANIZATIONS,THE NAME OF CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR, OR NATIONAL ORIGIN OF ITS MEMBERS.

(CONTINUED ON OTHER SIDE)

FORMER EMPLOYERS LIST BELOW LAST FOUR EMPLOYERS. STARTING WITH LAST ONE FIRST

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF TWO PERSONS NOT RELATED TO YOU WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED

PHYSICAL RECORD: LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION IN SPEECH

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERDSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTION.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

TO BE COMPLETED DAY EMPLOYMENT BEGINS DATE

HEIGHT WEIGHT AGE DATE OF BIRTH

SINGLE MARRIED WIDOWED CITIZEN U.S.A. SEX

THE ABOVE INFORMATION NEEDED FOR PENSION, HOSPITALIZATION INSURANCE, ETC. AND NOT FOR HIRING PURPOSES.

INTERVIEWED BY DATE REMARKS

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED BY

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

expected to turn out adequate volume of work that meets certain quality standards. Be regular in attendance. Frequent absence and tardiness are as bad in business as at school. In case of absence, an employer should be notified ahead of time. Learn the procedure expected by the employer and follow it.

Learning Experiences

1. Name some service occupations.
2. Describe some jobs in the care and maintenance of clothing.
3. Give reasons why attendants in self-service laundries and dry-cleaners must be knowledgeable about fabrics.
4. Describe custom clothing and why it is important in family clothing.
5. Give examples of skills that may be used everyday in many jobs.
6. List some reasons why continued learning is important throughout the working years.
7. Check help wanted ads in newspaper for job openings.
8. Practice being interviewed for a job. Dress appropriately and role-play the interview with a classmate.

INSTRUCTIONAL OUTLINE

To teach the tasks association with MINIUNIT I, a series of events must occur sequentially. In the following space, list the tasks and outline the procedure that should be used in teaching the miniunits.

List of Tasks	Procedure for Accomplishing Each Task
1.	1.

MINIUNIT II. THE SEWING MACHINE

Goal

After completing this miniunit, the student will be able to clean and oil the sewing machine and identify parts and accessories.

Resources

Hollis, Nesta. **Successful Sewing: A Modern Guide.** New York: Ballentine Books, Inc. 1971.

Oklahoma. State Department of Vocational and Technical Education. **Home Economics I Basic Core.** Stillwater, Oklahoma: State Department of Vocational and Technical Education Division of Home Economics, Curriculum and Instructional Materials Center, 1977.

The Singer Company. **Singer Instructions.** New York: Singer Company, 1973.

Tools and/or Equipment

1. Sewing machine
2. Accessory kit
3. Needles for machine
4. Bobbins

Materials and/or Supplies

1. Machine oil
2. Soft cloth
3. Cleaning brush
4. Thread
5. Fabric scraps
6. Screw Driver

Objectives

1. Demonstrate how to open and put away the sewing machine.
2. Demonstrate how to clean and oil the sewing machine parts.
3. Identify parts of the sewing machine.
4. Identify accessories for the sewing machine.
5. Demonstrate how to remove and replace the sewing machine needle, bobbin, throat plate, slide plate, and presserfoot.

Information and/or Procedures

It is important to become familiar with information needed to care for the machine before beginning to sew. A manual that describes the parts, explains adjustments, gives instructions for oiling, and includes information on proper care comes with every machine. The manual should always be kept handy for reference whenever there is any doubt about any part or operation of the machine.

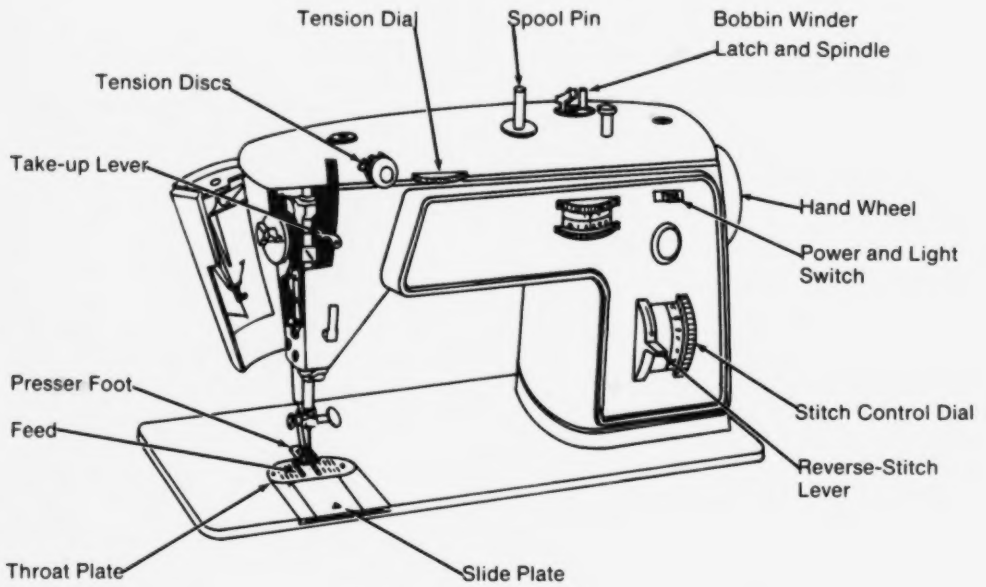
Stand while opening a cabinet machine. Raise the lid, then the front leaf. Raise the machine head using a firm grip, then put the front leaf in place and lower the head carefully and gently to rest on the bed of the cabinet.

To put away the machine properly, remove pins, needles, and all work materials from the top

of the machine. Wipe loose threads and dust into the wastebasket. Place a small scrap of fabric in position beneath the presser foot and lower the presser foot. Turn the hand wheel so that the needle goes into the fabric. This will protect the needle and the presser foot from any movement and will prevent the tension from getting out of adjustment. Remove the cord from the wall socket by pulling the plug rather that the cord.

Sewing Machine Parts

The parts of the sewing machine are shown in the following illustrations with the parts discussed beneath the illustrations.

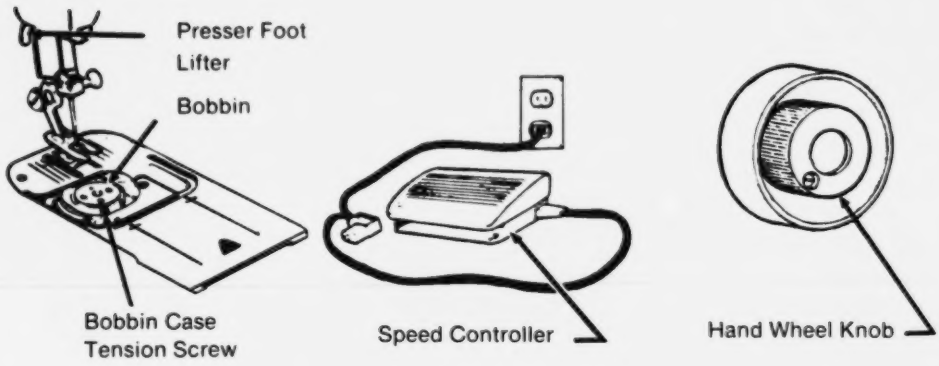


SEWING MACHINE

Courtesy of The Singer Company

1. Tension Dial--Selects just the right tension for the stitch, thread, and fabric. Numbers eliminate guesswork in duplicating settings.
2. Tension Discs--Are controlled by the tension dial and regulate the amount of tension on the needle thread.
3. Bobbin Winder Tension Disc--Regulates thread tension for bobbin winding.
4. Take-up Lever--Controls flow of needle thread.
5. Pressure Dial--Regulates presser-foot pressure on fabric. It has an all-purpose sewing setting plus settings for extra-light and extra-heavy pressure and for darning.
6. Face Plate--Swings open for access to the threading chart and pressure dial.

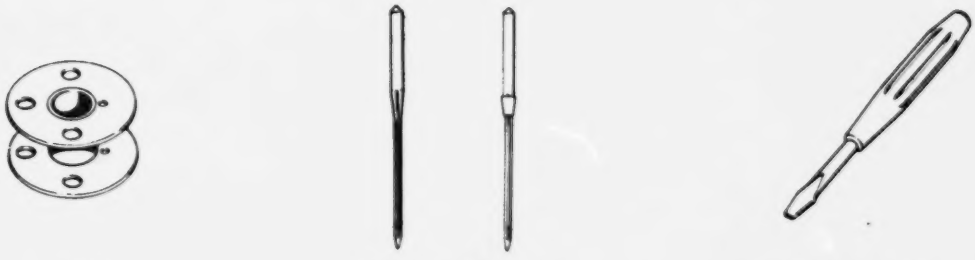
7. Thread Cutter--Cuts thread and is built into the presser bar for safety and convenience.
8. Presser Foot--Holds fabric against the feed.
9. Feed--Moves fabric under the presser foot.
10. Throat Plate--Secured by magnets and lifts out for removal. Guidelines on right and left sides of plate help keep seams straight.
11. Spool Pin--Holds spools of various sizes of thread.
12. Bobbin Winder and Spindle--Fills bobbin quickly and easily. The latch disengages when the bobbin is full.
13. Bobbin Winder Thread Post--Guides the thread when winding the bobbin.
14. Hand Wheel--Controls movement of the take-up lever and needle. Always turn it toward the front.
15. Power and Light Switch--Turns on the machine and sewing light simultaneously; also has fast- and slow-speed range settings.
16. Needle Position Dial--Places needle in either left, center, or right stitching position.
17. Stitch Width Dial--Controls the width of zigzag stitching and positions the needle for straight stitching.
18. Stitch Control Dial--Allows for a variety of stitch lengths; also has a special stretch setting for straight or zigzag stretch stitching.
19. Reverse-Stitch Lever--Reverses stitching direction.
20. Sewing Light--Illuminates sewing area. A pull-down bracket makes it easy to replace the bulb.
21. Needle Clamp--Designed to make needles self-setting and eliminates the possibility of inserting the needle backwards.
22. Slide Plate--Opens to show bobbin. Seam guidelines have cross lines to help turn square corners.



23. Presser Foot Lifter--Located at the back of the machine; raises and lowers the presser foot. The extra high lift position permits easy placement of bulky fabrics.
24. Bobbin--Shows thread supply and easily removes for winding.
25. Bobbin Case Tension Screw--Regulates bobbin-thread tension. It seldom needs adjustment.
26. Electrical Connections and Speed Controller--Controls speed of stitching. It is designed for convenience and safety.
27. Hand Wheel Knob--Engages the hand wheel to the sewing mechanism. Loosen the knob for bobbin winding.

Sewing Machine Accessories

The following illustrations show some common sewing machine accessories.



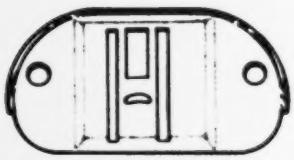
Bobbin

Regular Needle

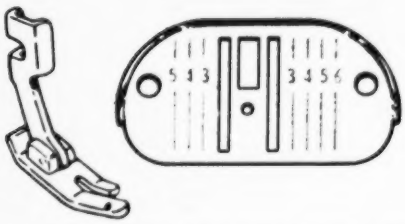
Ball-Point Needle

Tension Screwdriver

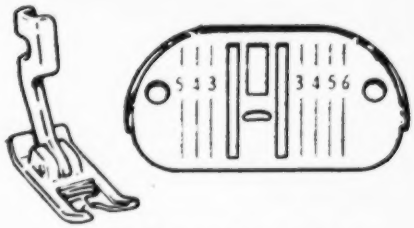
Courtesy of The Singer Company



Feed Cover Throat Plate



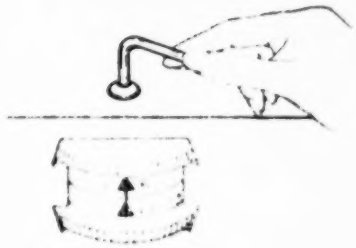
Straight Stitch Foot and Throat Plate



Zig-Zag Foot and Throat Plate

Zipper Foot

Seam Guide



Straight Stitch Locking Key

Courtesy of The Singer Company

Cleaning and Oiling the Machine

Before cleaning the machine, disconnect the plug from the electrical outlet. When the machine is not kept clean, dust may cause the machine to run heavily. Loose threads caught around the bobbin will blunt the needle and slow the motion. Remove lint or fluff from all exposed parts with a soft cloth or brush. Open the face plate and clean the area behind it with a brush. After cleaning, apply oil on moving parts or at the points indicated by a tiny hole.

1. **Throat Plate.** Remove the throat plate by raising the needle to its highest position and raising the presser foot. Open the slide plate and remove the throat plate by lifting it up and out. Clean the under parts with a brush. Reposition the throat plate over the two pins and release. It wil be drawn back into position by magnets.
2. **Bobbin Case.** Remove and replace the bobbin case by turning the handwheel to raise the take-up lever to its highest position. Open the slide plate, remove the throat plate, and remove the bobbin. Turn the bobbin case holder to the back as far as it will go and lift out the case. Clean all parts with a brush. Replace by turning the take-up lever to its highest position. Insert the bobbin case with a back-and-forth motion so that the front of the case is under the position plate and turn the holder all the way forward to lock the bobbin case in position. Replace the bobbin and throat plate, and close the slide plate.
3. **Slide Plate.** The slide plate does not need to be removed but it is easily replaced if it comes loose from the machine. Raise the presser foot and make sure the needle is in its highest position. Place the slide plate into the slideway with the front edge close to the retaining spring. With a small screw driver, lift each end of the spring into each of the side grooves on the underside of the plate and draw forward to fully engage the spring. Close the slide plate.

4. **Top and Bottom Covers.** Approximately once every year, remove the top and bottom covers and clean and lubricate all moving or rotating machine connections to ensure freedom of movement and to protect metal parts from excessive wear. Turn the handwheel to determine which are moving or rotating parts.

   Remove and replace the top cover by first opening the face plate and removing the top screw. Lift up the right end, slide the cover toward the left, and lift off the machine. Clean with a brush and soft cloth any lint that is found on the inside. Apply oil to rotating or moving parts. Replace by positioning the cover on top of the arm with a slight overhang on the left side. Engage the bobbin winder latch and slide the cover to the right as far as it will go. Replace and tighten the top screw securely.

   Remove and replace the bottom cover by tilting the machine back and removing the center screw of the bottom cover and loosening the four corner screws. Pull the cover straight up. Clean any lint with a brush and soft cloth and apply oil on moving or rotating parts. Replace by positioning the slots over the four corner screws. Push down on the cover and snap it into position. Replace and tighten the center screw and the powerline retainers. Tighten the four corner screws.

5. **Cabinet and Stool.** Check the machine cabinet and sewing stool for loose screws, nuts, and bolts on doors, legs, and lid. Tighten all when necessary. An application of furniture wax will keep the cabinet top in good condition.

   After the machine has been cleaned and oiled, stitch on paper or on a scrap of fabric for a while to help distribute and remove excess oil.

Learning Experiences

1. Label the sewing machine parts on paper.
2. Draw pictures of accessories for the sewing machine and label.
3. Choose a partner and take turns removing and replacing the sewing machine needle, bobbin, throat plate, slide plate, and presser foot.
4. Choose a partner and take turns opening and putting away the sewing machine. Give each other a grade.

INSTRUCTIONAL OUTLINE

To teach the tasks association with MINIUNIT II, a series of events must occur sequentially. In the following space, list the tasks and outline the procedure that should be used in teaching the miniunits.

List of Tasks	Procedure for Accomplishing Each Task
1.	1.

MINIUNIT III. SMALL SEWING EQUIPMENT

Goal

After completion of this miniunit the student will be able to identify and safely handle small sewing equipment.

Resources

Oklahoma. State Department of Vocational and Technical Education. **Home Economics I Basic Core.** Stillwater, Oklahoma: State Department of Vocational-Technical Education Division of Home Economics, Curriculum and Instructional Materials Center, 1977.

Thomas, Edward L., **Home Economics (Clothing).** Mississippi State University Research and Curriculum Unit, 1981.

Tools and/or Equipment

1. Storage cabinet
2. Sewing scissors
3. Dressmaker's shears
4. Pinking shears
5. Seam ripper
6. Buttonhole scissors
7. Tape measure
8. Meterstick/yardstick
9. Sewing gauge
10. Hem marker
11. Tracing wheel
12. Tailor's chalk
13. Marking pencil
14. Pins
15. Pin cushion and emery
16. Needle threader
17. Needle
18. Thimble
19. Thread
20. Iron
21. Ironing board
22. Pressing cloth
23. Tailor's ham
24. Press mitt
25. Sleeve board
26. Seam roll
27. Bodkin
28. Loop turner
29. Pounding block
30. Needle board

Materials and/or Supplies

1. Pencil
2. Paper
3. Fabric scraps
4. Ruler
5. Sewing gauge

Objectives

1. Demonstrate the proper use of each piece of sewing equipment.
2. Demonstrate how to care for, handle, and store sewing equipment in a safe manner.
3. Demonstrate how to use a ruler to measure common lengths used in sewing.
4. List pieces of equipment needed for a sewing project.
5. Identify small sewing equipment.

Information and/or Procedures

The person who sews needs equipment which will do the job properly and easily. Processes included in clothing construction are cutting, measuring, marking, pinning, stitching, and pressing. Not only are the right tools important to make the job easier, but also having them arranged for maximum efficiency is necessary. Pressing equipment should be close to the

sewing machine. A storage cabinet can serve to hold supplies until they are needed. Thread, extra bobbins, machine attachments, and tools should be stored in a cabinet.

Tools for Measuring. The tape measure is a flexible ruler with metal ends which prevent it from raveling. The yardstick/meterstick is a wooden, plastic, or metal ruler for marking long straight lines. The sewing gauge is a 6-inch ruler with a sliding pointer which measures short distances such as width of hems and placement of buttons. The hem marker marks around the bottom edge of the hem in a straight line.

Accurate measuring is basic for a successful sewing experience. With correct measuring tools available, all guesswork regarding measurements should be eliminated. Use the sewing gauge to practice measuring some common lengths in metric and customary units. The following lengths are used repeatedly in sewing: 3/8 cm, 3 mm, 1/8 in., 9 mm, 1/4 in., 2.5 cm, 5/8 in., 1 in., 3/8 in., 12 mm, and 1.5 cm.

Tools for Pinning. Dressmaker's pins, silk pins, and ballpoint pins mark symbols and hold darts and seams together for stitching and alterations. A pin cushion keeps pins while sewing, and the emery is used to sharpen, but not hold, pins and needles. Needles and pins are never held in the mouth or pinned to the clothing.

Cutting Tools. Dressmaker's shears are usually 7 to 8 inches long and are necessary for a variety of sewing tasks. Embroidery scissors or sewing scissors are used to clip threads at the sewing machine. Pinking shears create a zigzag edge to prevent raveling. Piping scissors and the seam ripper have sharp points which slip under the machine stitch, lifts, and cuts it. Buttonhole scissors cut between stitching to make the buttonhole opening.

Sharp cutting tools will not remain sharp if they are used to cut anything but fabric. Do not use them for cutting string, paper, etc. A few drops of oil applied occasionally on the blades and hinges will protect cutting tools from rusting and keep them in good working condition. Occasionally shears need to be sharpened in a reputable service shop.

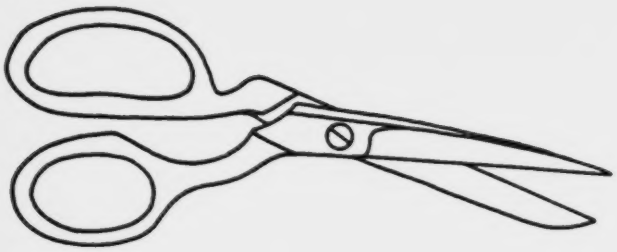
Marking Tools. To transfer construction markings from the pattern to the underside of fabric, the use of tracing paper and tracing wheel is the quickest method and also the one which holds the markings longest. Marking chalk and marking pencils are temporary but may be hard to remove from fabric. Test a fabric scrap to see if markings will be removed in laundering. When using tracing tools always protect the working surface by placing a heavy material between the table surface and the fabric. All markings should be placed on the underside of fabric.

Other Items. Large sizes of needles are used for heavy fabrics and small sizes for lightweight fabrics. To prevent needles from rusting, keep them in the package in which they were purchased. Thread should be selected as closely as possible to the color of the fabric and for the weight of the material. The thimble should fit the middle finger of the sewing hand. The needle should be pushed with the side of the thimble and not the top.

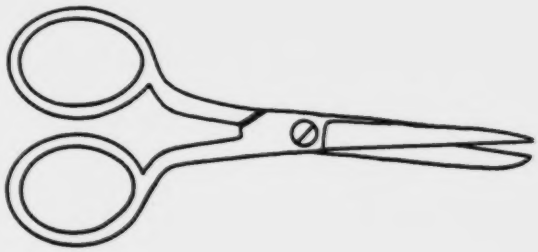
Pressing Tools. Pressing is as important to the finished garment as are sewing and fitting. Essential is a well-padded ironing board and a steam iron. Make sure the base of the iron is clean to prevent soiling the fabric. Pressing boards for pressing sleeves, shoulders, and hard to reach places should be well padded. The seam roll is used to press long seams and zippers. The tailor's ham and mitt are used for pressing curved areas and hard to reach places. A press cloth is placed over fabric being ironed to prevent scorching or to protect it from becoming shiny.

Special Tools. Some tools are not essential but are convenient in doing special tasks. A point former helps to shape a point. The bodkin connects to elastic or ribbon and aids in pulling through a casing. The loop turner makes the turning of tubes such as belts and ties, easier. The needle threader will aid in getting the thread through the small eye of the needle.

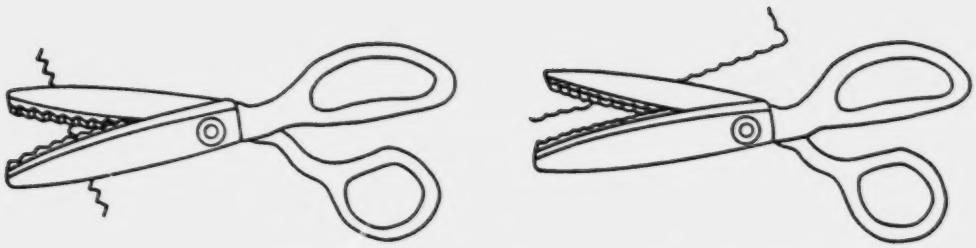
SMALL SEWING EQUIPMENT



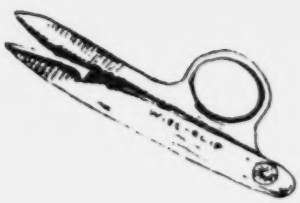
Dressmaker's Shears



Sewing Scissors (embroidery scissors)



Pinking Shears/Scalloping Shears

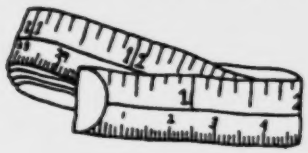


Thread Clips

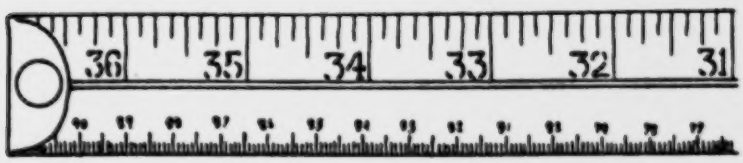
Button Hole Scissors

Courtesy of The Oklahoma State Department of Vocational and Technical Education

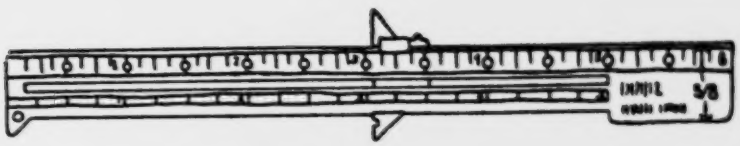
SMALL SEWING EQUIPMENT

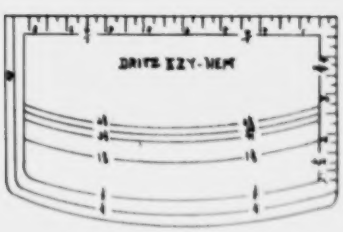


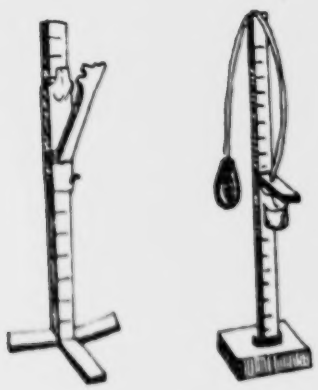
Tape Measure



Meterstick/Yardstick



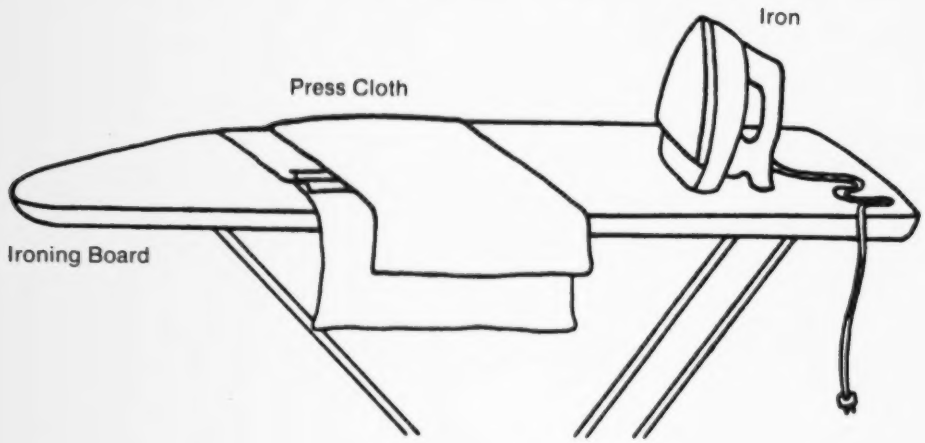
Sewing Gauge

Hem Aid

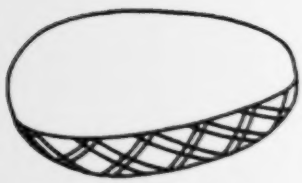


Hem Marker

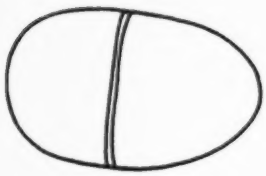
Courtesy of The Oklahoma State Department of Vocational and Technical Education

SMALL SEWING EQUIPMENT



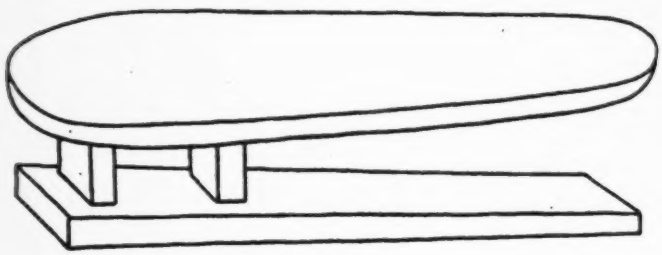


Tailor's Ham



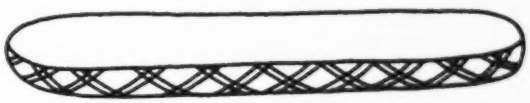
Press Mitt

Pounding Block



Sleeve Board

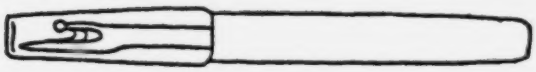
Needle Board



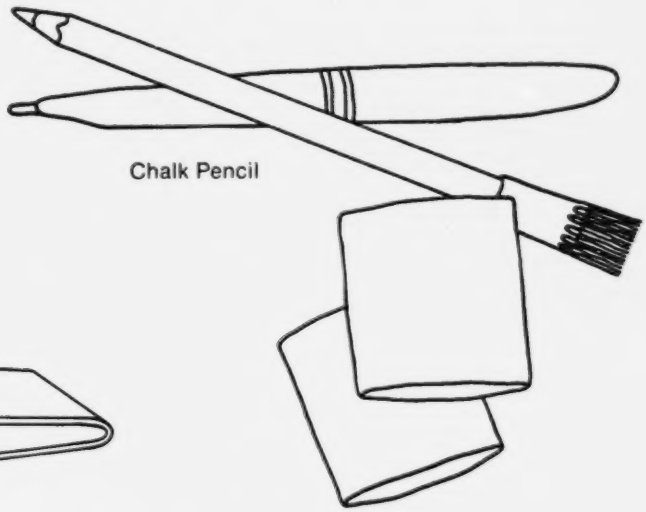
Seam Roll

Courtesy of The Oklahoma State Department of Vocational and Technical Education

SMALL SEWING EQUIPMENT

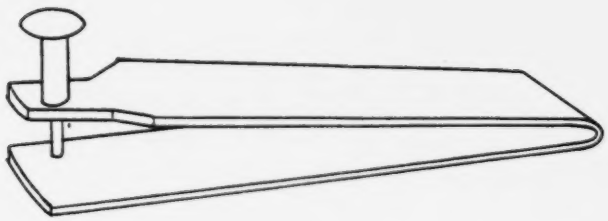


Seam Ripper

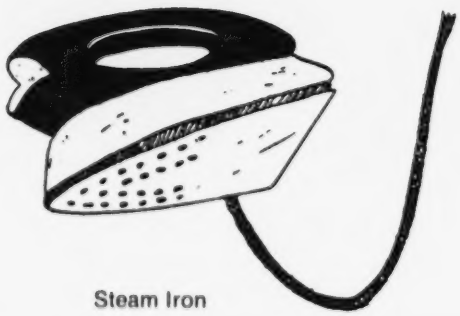


Chalk Pencil

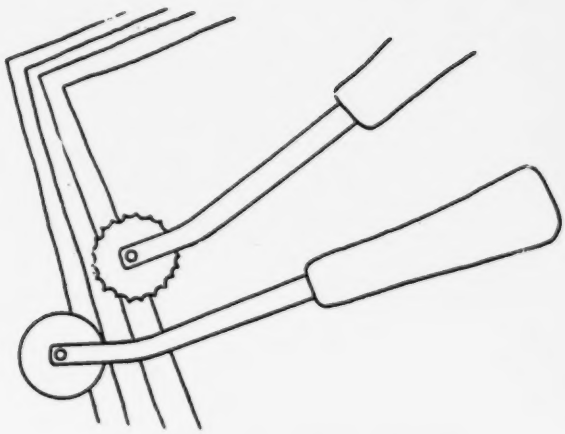
Chalk Squares



"Tack-it"



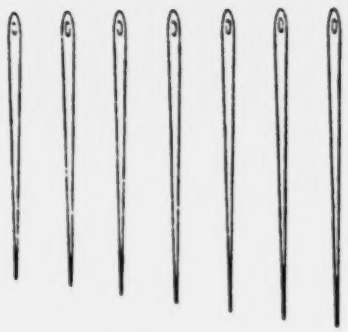
Steam Iron



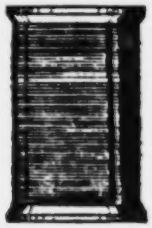
Tracing Wheels and Tracing Paper

Courtesy of The Oklahoma State Department of Vocational and Technical Education

SMALL SEWING EQUIPMENT

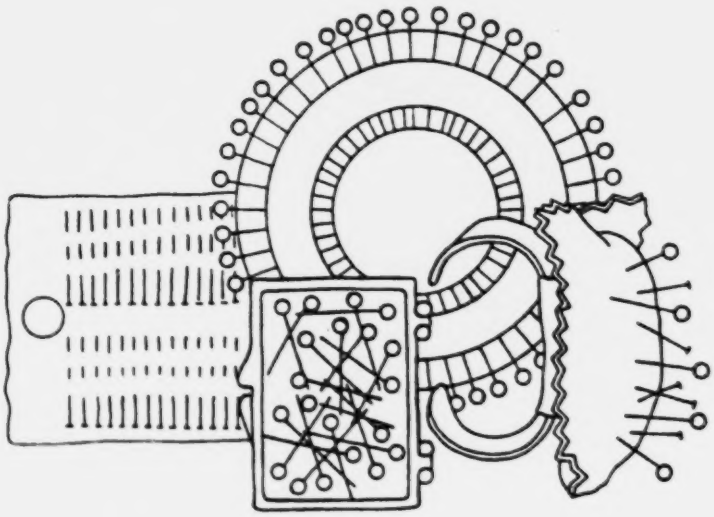


Needles

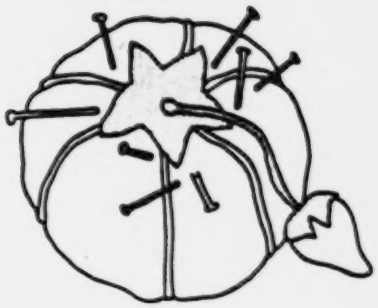


Thread

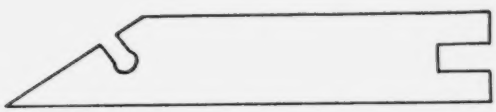
Thimble



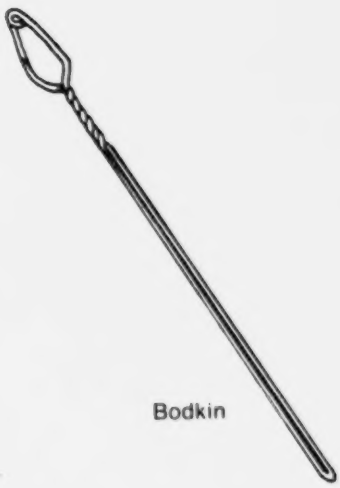
Pins



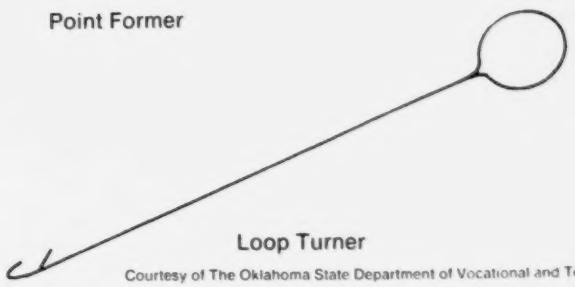
Pin Cushion and Emery



Point Former



Bodkin



Loop Turner

Courtesy of The Oklahoma State Department of Vocational and Technical Education

Safety Precautions. When working with sharp objects and electrical equipment, certain rules should be followed. Pins and needles should be kept in a pin cushion and out of the mouth. Avoid dropping scissors. Hand scissors to another person with the handle out. Keep hands dry when handling electrical cords. Unplug the cords at the plug and not by pulling the cord. Horseplay is forbidden. All sewing items should be stored in the proper place and kept in good condition. Electrical appliances should be kept in perfect repair for safety. Disconnect the steam iron before adding water. Wipe any spilled water immediately.

Hand Scissors With Handle Out

Courtesy of The Oklahoma State Department of Vocational and Technical Education

Learning Experiences

1. List safety rules which should be followed in sewing.
2. Practice using each piece of sewing equipment using scrap fabric or paper.
3. Make a list of equipment needed for a sewing project. How much would it cost to assemble the items?
4. Check the laboratory equipment for safety.
5. Label the storage cabinet and store equipment in the proper place.

INSTRUCTIONAL OUTLINE

To teach the tasks association with MINIUNIT III, a series of events must occur sequentially. In the following space, list the tasks and outline the procedure that should be used in teaching the miniunits.

List of Tasks	Procedure for Accomplishing Each Task
1.	1.

MINIUNIT IV. GETTING READY TO SEW

Goal

After completing this miniunit, the student will be able to prepare a machine for sewing and operate it in a safe manner.

Resources

Brockwell, Abbie W. and Heyde, Abigail. **Sew with the "Sew" Premes.** Mississippi State, MS: Mississippi State University, Research and Curriculum Unit for Vocational-Technical Education, 1974.

Oklahoma. Oklahoma State Board of Vocational and Technical Education. **Home Economics I, Basic Core.** Stillwater OK: Curriculum and Instructional Materials Center, 1979.

The Singer Company. **Singer Instructions: Scholastic Zigzag and Stretch Sewing Machine/ Model 717.** New York: The Singer Company, 1973.

Sturm, Mary M. and Greaser, Edwina H. **Guide to Modern Clothing.** St. Louis, MO: McGraw-Hill, Inc., 1962.

Tools and/or Equipment

1. Sewing machine
2. Machine needles
3. Bobbins

Materials and/or Supplies

1. Thread
2. Fabric scraps
3. Paper

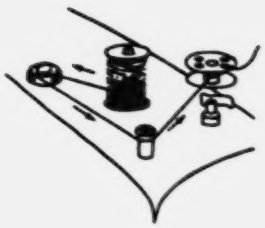
Objectives

1. Demonstrate how to place the sewing machine needle properly.
2. Demonstrate how to wind the bobbin and place in the machine.
3. Demonstrate how to thread the machine and arrange the threads for sewing.
4. Demonstrate how to stitch straight, broken, curved, and wavy lines on paper following a printed pattern.
5. Demonstrate how to stitch sharp angle turns and turn square corners on paper following a printed pattern.
6. Demonstrate how to stitch a folded edge on paper.

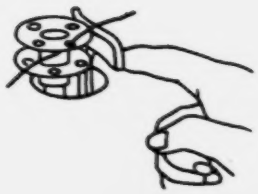
Information and/or Procedure

Setting the Needle. Turn the handwheel until the needle is at its highest point. Loosen the needle clamp, insert the needle with the flat side of the needle to the back, and push it up into the slot as high as possible. Tighten the needle clamp and screw securely.

Winding the Bobbin. Stop the motion of the needle. On some models, this is done by loosening the handwheel. On other models, it is done by pressing a special button. Place the thread on the spool pin and lead the thread from the spool pin, around the thread guides, and through the small hole in the bobbin. Place the bobbin on the spindle and push the latch inward. Hold the thread end and run the machine slowly until the bobbin filled. Most bobbin winders will stop when the bobbin is full. Remove the bobbin and tighten the handwheel knob.



Lead Thread Around Guides

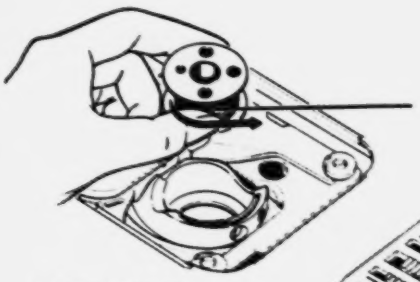


Place Bobbin on Spindle

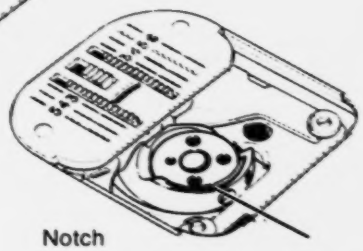
Hold Thread End

Courtesy of The Singer Company

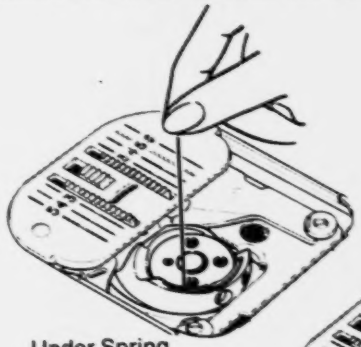
Placing the Bobbin in the Case. Hold the bobbin so that the thread unwinds in the required direction. Place the bobbin in the case, reverse the direction of the thread, lead it into the notch in the bobbin case, pull under the spring, and pull into the slot. Pull about 3 inches of the thread across the bobbin. Close the slide plate, allowing the thread to enter the opening.



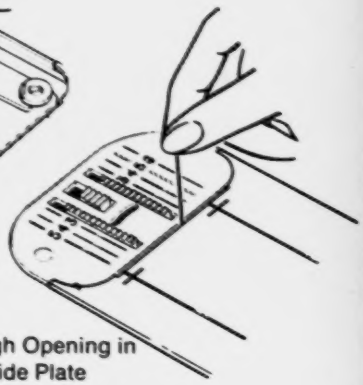
Thread Direction



Notch



Under Spring

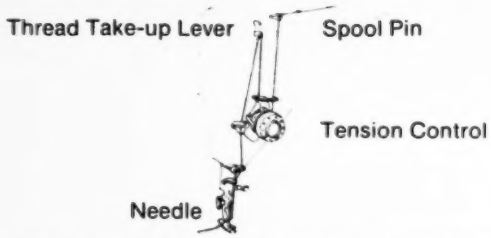


Through Opening in Slide Plate

Courtesy of The Singer Company

For the touch-and-sew bobbin, thread the machine, raise the presser foot, place the bobbin in the case with the small side down, and push the latch against the bobbin. Press the bobbin pushbutton, wrap the thread around the presser foot screw, and run the machine slowly to fill the bobbin. Watch the line indicators on the bobbin because the machine will not stop when the bobbin is filled. Close the slide plate to begin sewing.

Threading the Machine. To thread the upper part of the machine raise the take-up lever to its highest point with the take-up lever midway in the slot. Raise the presser foot. Place the thread on the spool and lead the thread from the spool pin through the threading points shown and in this sequence: Thread guide, tension, thread guide, take-up lever, thread guide, and needle. Usually, a diagram for threading the machine is printed on the inside of the face plate and can be referred to when necessary.



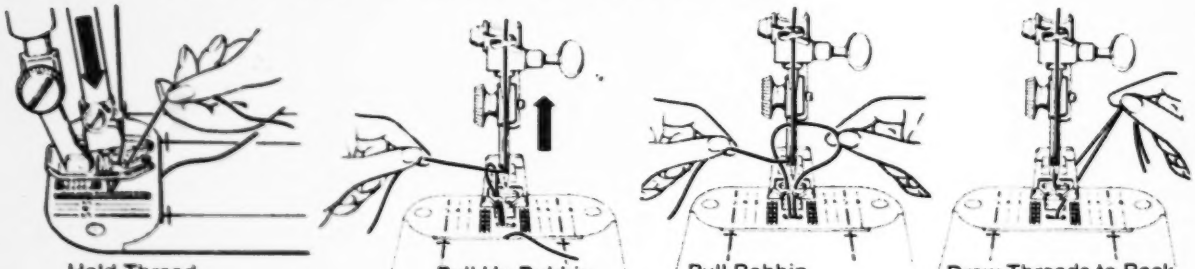
Courtesy of The Oklahoma State Department of Vocational and Technical Education

To thread the tension disc, place the thread horizontally between tension discs from the top. With the right hand, lead the thread under thread guides on the right side and, with the left hand, lead the thread over the spring and under the guides on the left side. Allow the spring to return to its normal position and continue threading the machine.

Between Tension Discs From the Top. | Under Thread Guide on Right. | Over Spring and Under Guide on Left. | Normal Up Position

Courtesy of The Singer Company

To arrange the threads for stitching, hold the needle thread lightly with the left hand. Turn the handwheel forward until the needle goes down through the needle hole and up again. Draw up the loop of the bobbin thread by pulling on the needle thread. Pull the end of the bobbin thread through the needle hole, using the right hand. Draw both the needle and bobbin threads diagonallly under the presser foot and to the back of the machine.



Hold Thread Turn Hand Wheel | Pull Up Bobbin Thread | Pull Bobbin Thread Through Hole | Draw Threads to Back

Courtesy of The Singer Company

Getting Ready to Sew. Assemble the tools needed, such as small scissors for clipping threads, shears or trimmers for cutting fabric, and seam ripper for removing machine stitching. Have the equipment within easy reach. Provide adequate light. Even if the machine has a light, the room should also be well lighted.

Good posture while sewing will result in better comfort for the operator and more efficient work. Place a straight chair or stool squarely in front of the machine needle. Place the feet squarely on the floor, one foot on the control pedal, and bend slightly forward.

To begin stitching, lower the needle into the fabric about 1/4 inch from the edge of the fabric, by turning the handwheel. Lower the presser foot, backstitch three or four stitches, then start to stitch forward by pressing the control. To end stitching, stitch to the end of the seam; backstitch three or four stitches; raise the take-up lever to its highest point by turning the hand wheel; raise the presser foot; and remove the fabric by drawing it to the back and clipping the threads.

Practice stitching on paper until the hands become skilled in controlling the machine and the feet are trained to operate the power smoothly.

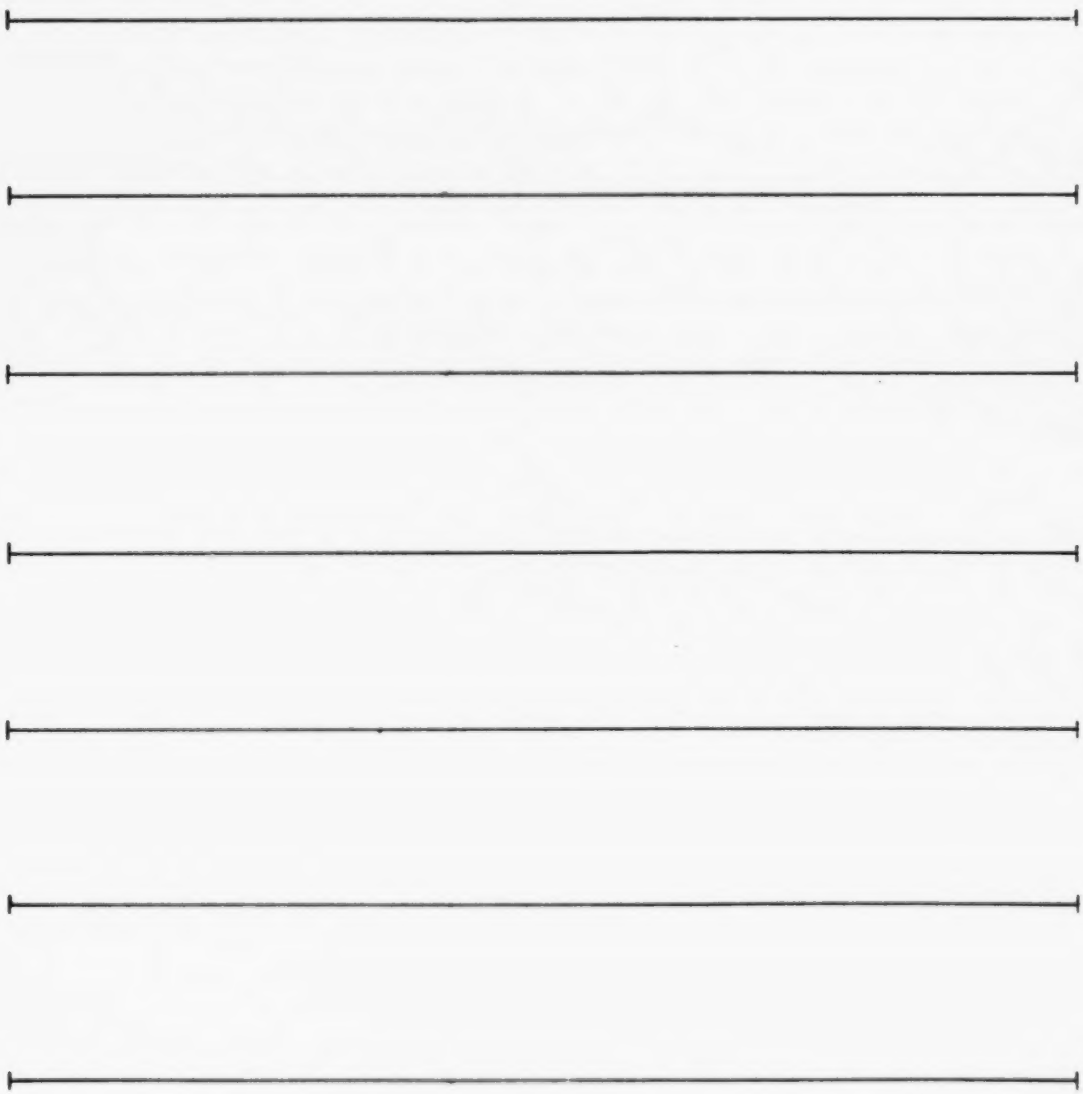
Have the students use the stitching charts on the following pages to practice stitching straight, broken, curved, and wavy lines, to stitch sharp angle turns, and turning square corners. Fold the paper to sew on a folded edge. Set the stitch length to 15 stitches per inch. Backstitch to begin and to end stitching. Clip threads to keep work neat. Repeat practice until stitching is neat and operation of the machine is smooth.

If the machine is not sewing properly, use the checklist shown later in this unit to correct the problems before continuing with sewing.

Problems	Probable Causes
Breaking of needle	1. Improper size of needle for thread and material. 2. Bent needle. 3. Pulling of material when stitching. 4. Needle striking improperly fastened presser foot or attachments. 5. Crossing too thick a seam with too small a needle.
Breaking of Needle Thread	1. A knot in needle thread. 2. Improper threading. 3. Upper tension too tight. 4. Needle not inserted in needle clamp as far as it will go. 5. Needle blunt or bent. 6. Needle in backwards. 7. Thread too coarse for needle. 8. Roughened hole in throat plate. 9. Improper arrangement of thread when starting to sew.
Breaking of Bobbin Thread	1. Improper threading of bobbin case. 2. Bobbin thread tension too tight. 3. A knot in bobbin thread.
Skipping of Stitches	1. Needle not inserted in needle clamp as far as it will go. 2. Needle in backwards. 3. Needle threaded incorrectly. Thread from long groove side to short groove side. 4. Needle blunt or bent. 5. Needle too small for thread. 6. Needle too short.
Puckered Seams	1. Tension too tight. 2. Stitch too long for material being sewn. 3. Wrong presser foot. Use only the presser foot provided for each particular machine, as they are, in some cases, not interchangeable. If machine runs heavily, clean and oil it.

Stitching Chart - Straight Lines

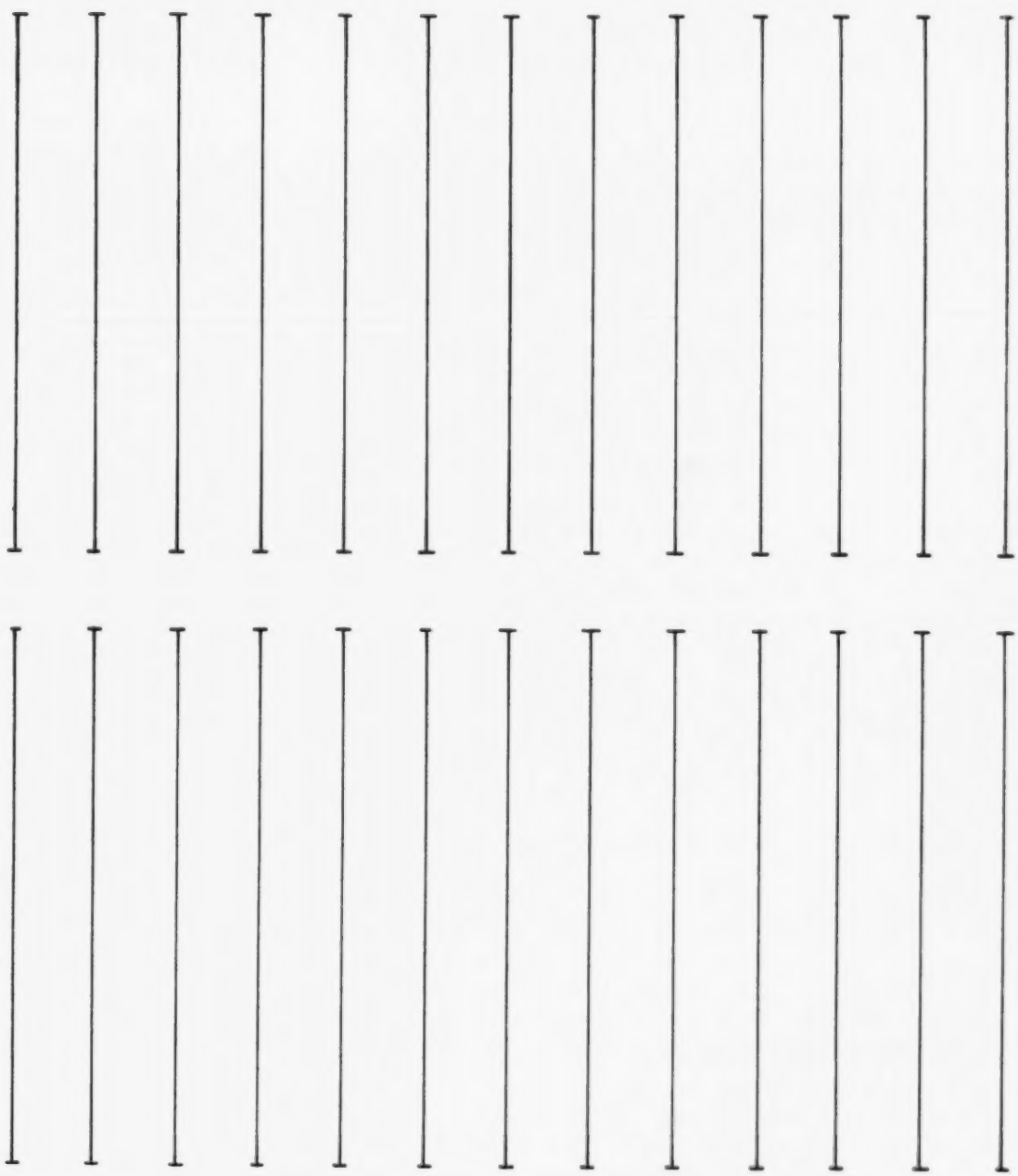
NOTE: Set stitch length regulator at the shortest setting or for 15 stitches per inch.



Courtesy of The Oklahoma State Department of Vocational and Technical Education

Stitching Chart - Broken Lines

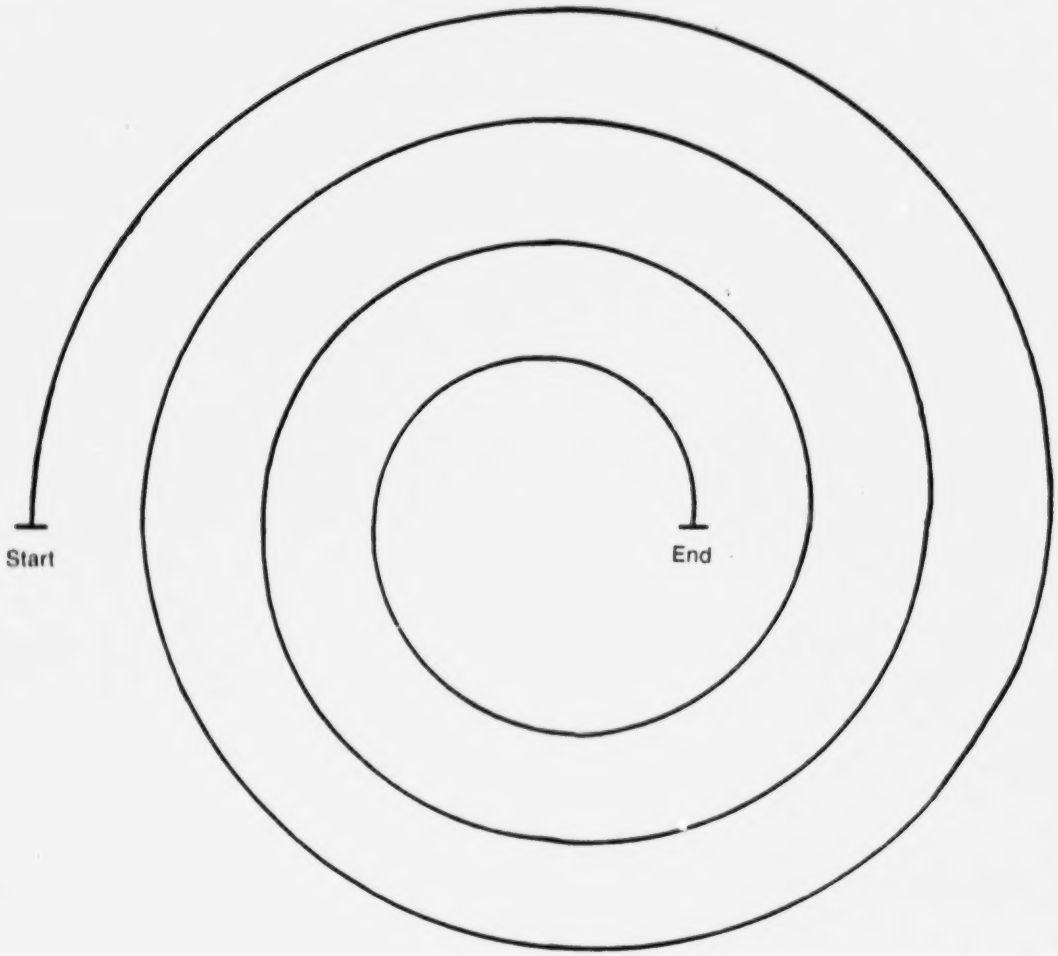
NOTE:Set stitch length regulator at medium setting or for 12 stitches per inch.



Courtesy of The Oklahoma State Department of Vocational and Technical Education

Stitching Chart - Curved Lines

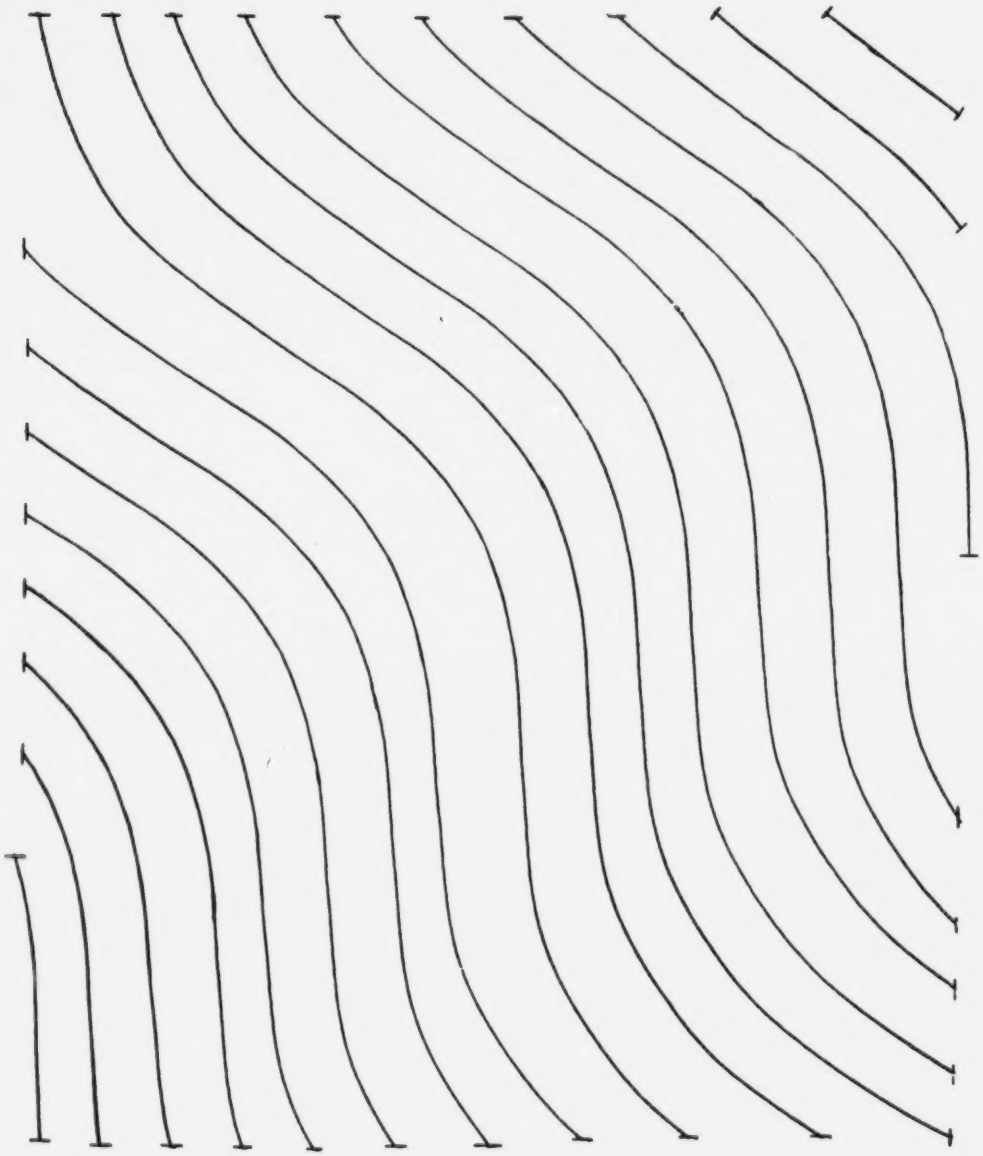
NOTE:Set stitch length regulator at medium setting or for 8-10 stitches per inch.



Courtesy of The Oklahoma State Department of Vocational and Technical Education

Stitching Chart - Wavy Lines

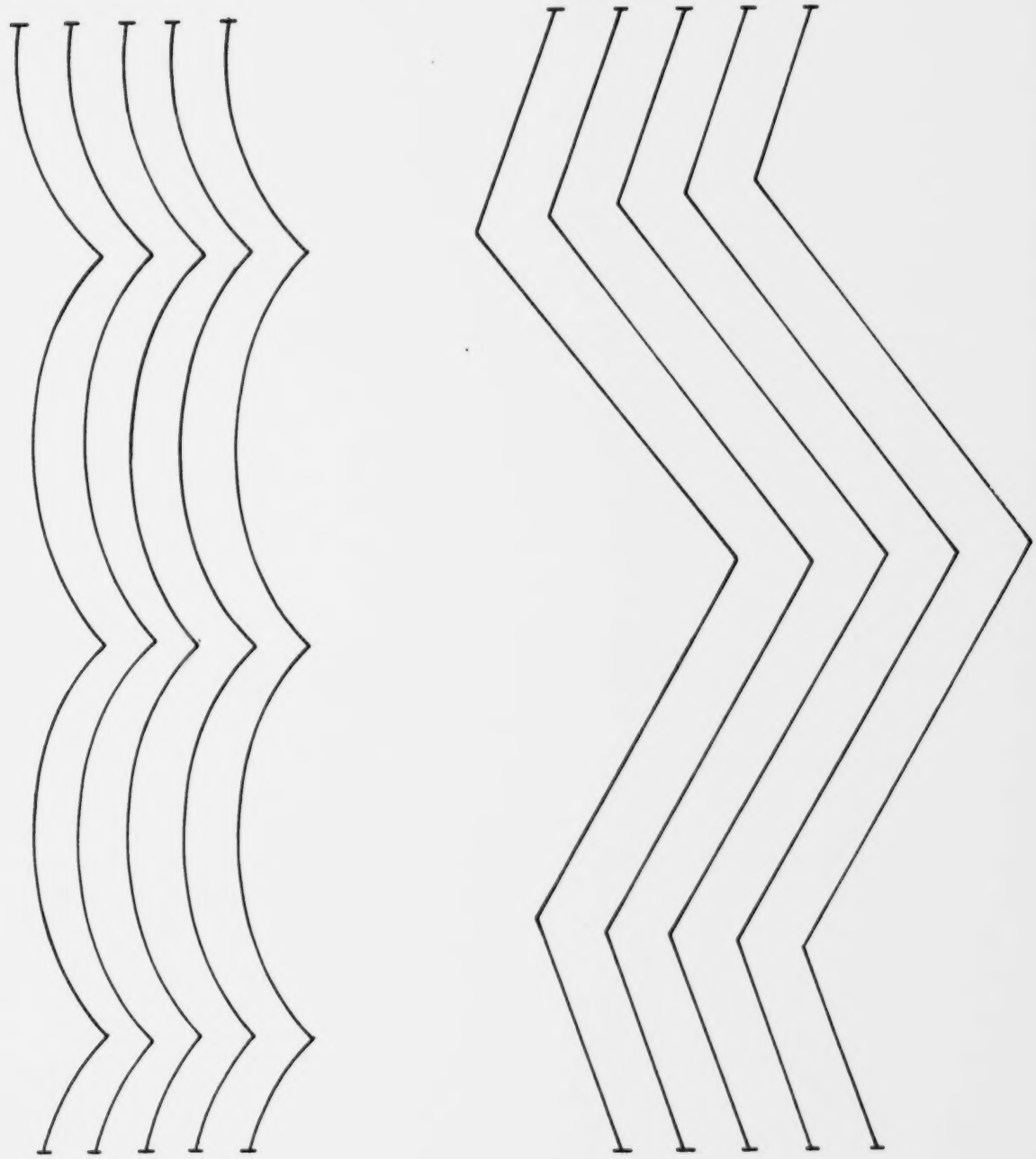
NOTE:Set stitch length regulator at longest setting or for 6 stitches per inch.



Courtesy of The Oklahoma State Department of Vocational and Technical Education

Stitching Chart - Sharp Angle Turns

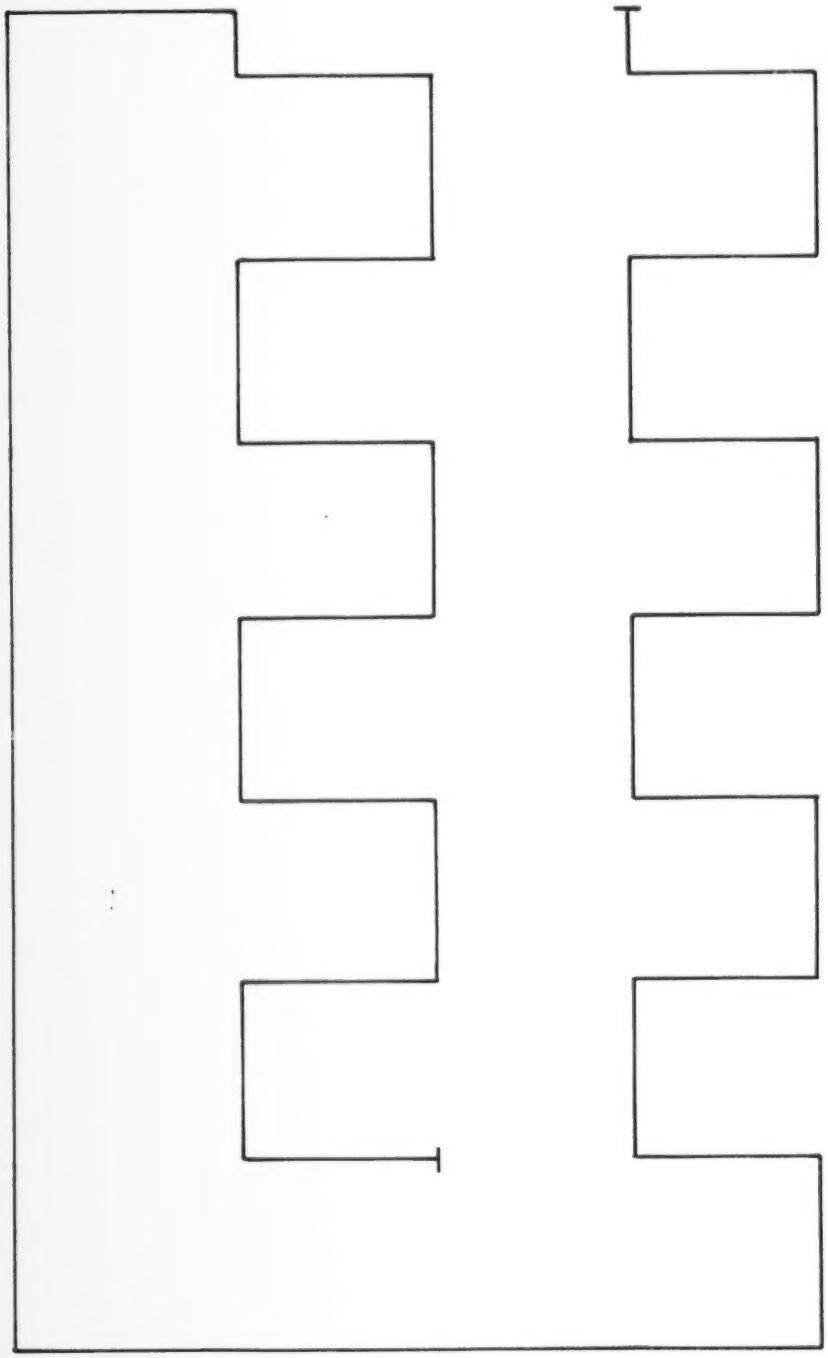
NOTE:Set stitch length regulator at shortest setting or for 15 stitches per inch.



Courtesy of The Oklahoma State Department of Vocational and Technical Education

Stitching Chart - Turn Square Corners

NOTE: Set stitch length regulator at shortest setting or for 15 stitches per inch.



Courtesy of The Oklahoma State Department of Vocational and Technical Education

Learning Experiences

1. Choose partners and test each other in removing and replacing the sewing machine needle.
2. Choose partners and test each other in winding the bobbin and placing it in the bobbin case.
3. Have partners test each other in threading the machine and arranging the threads for sewing.
4. Have partners test each other on identifying parts of the sewing machine.
5. Practice stitching lines on newspaper.
6. Read the sewing machine instruction booklet.

INSTRUCTIONAL OUTLINE

To teach the tasks association with MINIUNIT IV, a series of events must occur sequentially. In the following space, list the tasks and outline the procedure that should be used in teaching the miniunits.

List of Tasks	Procedure for Accomplishing Each Task
1.	1.

MINIUNIT V. PATTERN AND FABRIC SELECTION

Goal

After completing this unit, the student will be able to select a suitable pattern and fabric for a sewing project.

Resources

Oklahoma. Oklahoma State Board of Vocational and Technical Education. **Home Economics I, Basic Core.** Stillwater, OK: Curriculum and Instructional Materials Center, 1979.

Sturm, Mary M. and Greaser, Edwina H. **Guide to Modern Clothing.** St. Louis, MO: McGraw Hill, Inc.,1962.

Time-Life Books. **The Art of Sewing: The Classic Techniques.** New York: Time-Life Books, 1973.

Tools and/or Equipment

1. Tables
2. Chairs
3. Washing machine
4. Clothes dryer

Materials and/or Supplies

1. Fabric scraps
2. Pattern and envelope
3. Tape measure
4. Ruler
5. Pencil
6. Paper
7. String

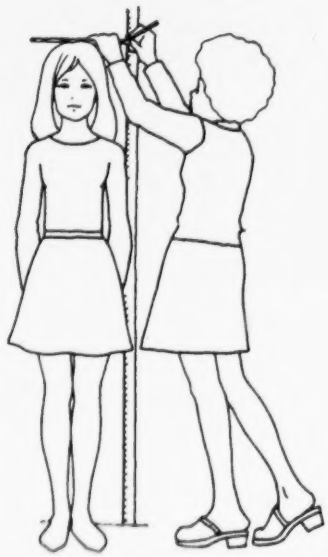
Objectives

1. Demonstrate how to use a tape measure to take correct body measurements.
2. Describe how to determine the pattern type and the size needed for proper fit.
3. Demonstrate how to read information on the front and back of the pattern envelope.
4. Describe how to select a pattern and fabric yardage.
5. Explain four ways to test fabric in the store.

Information and/or Procedures

Taking Measurements. To select the proper pattern size, measurements must be taken. Use a tape measure that is in good condition to record measurements as they are taken. These measurements should be used as reference when purchasing a pattern. First tie a string around the waist. The string will determine the natural waistline.

1. **Height.** Remove shoes and stand straight with the back against a wall. Have someone place a ruler flat on top of the head and mark a spot with chalk on the wall level with the top of the head. Measure the distance from the mark to the floor.

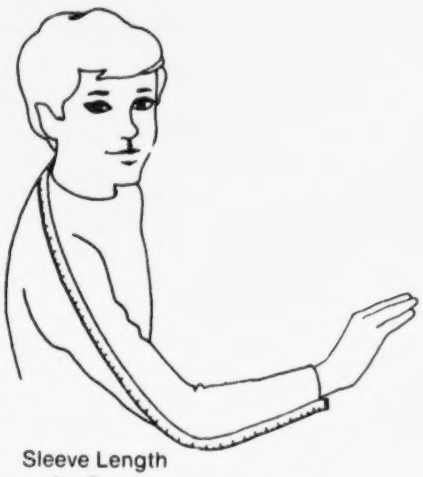


Measuring Height

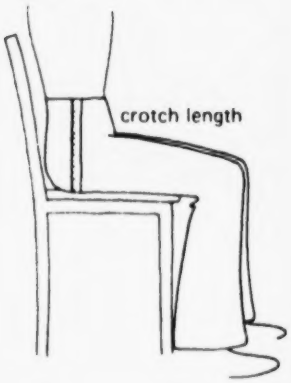
Courtesy of The Oklahoma State Department of Vocational and Technical Education

2. **Back Waist Length.** While standing, bend the head forward to find the prominent bone at the base of the neck. Place the end of the tape measure on this bone and lift the head, holding the tape on the bone. Measure straight down the middle of the back to the string tied around the waist.
3. **Neck.** Place the tape on the bone found for the back waist length and measure around the base of the neck.
4. **Chest/Bust.** Measure the fullest part of the chest by placing the tape across the back under the arms and around the front checking to make sure that it is straight and even around the body.
5. **High Bust/Upper Chest.** Measure directly under the arms and straight across the back.
6. **Waist.** Wrap the tape comfortably around the waist over the string.
7. **Hip.** Wrap the tape around the fullest part of the body, usually 6 to 9 inches below the natural waistline.
8. **Inseam.** Measure from the crotch seam to the bottom of the pants leg.
9. **Finished Length.** Begin at the waist; hold the tape along the outside of the leg; and measure to the desired length. This measurement will change depending on the garment.
10. **Sleeve Length.** Bend the elbow; place the tape at the curve of the shoulder where the seam of the sleeve would be; and measure straight down to the elbow bend and continue to the wristbone.
11. **Crotch Length.** Sit straight, but comfortably on a hard chair and measure from the waist to the seat of the chair adding 3/4 inch for ease.

Sleeve Length
for Girls



Sleeve Length
for Boys



Crotch Length

Courtesy of The Oklahoma State Department of Vocational and Technical Education

Pattern Type and Size. The correct type of pattern depends on the HEIGHT and not the age. Misses, Junior Petite, Junior, and Young Junior Teen are pattern types for girls. Boys and Teen Boys patterns are designed for growing boys, and Men's patterns are designed for grown men of average build. Use the measuring chart on the next page to select the proper pattern type.

Once the pattern type has been selected, compare the measurements that have been recorded and select the pattern size with measurements closest to those. Record the information on the chart below. The most important measurements for girls are bust, waist, hips and back waist length. For boys, they are chest, waist, hips, neck, and sleeve length.

Pattern Envelope. When a suitable pattern has been selected it may be helpful to circle in red all important information on the pattern envelope, such as the pattern number, view number, fabric yardage required, and notions needed. Also it is a good idea to print the name of the student on the front of the envelope.

The front of a pattern envelope includes the picture of the garment, pattern number, size, figure type, price, and name of the pattern company. Information on the back of the pattern envelope includes the amount of fabric needed, special instructions, sewing notions needed, body measurements, size chart, back view of each garment, number of pieces in the envelope, pattern number and description of the garment.

Selecting the Fabric. There are four fabric tests which can be done in the store which will help in choosing the fabric. Check the cut edges of the fabric. If it ravels or frays easily, special sewing techniques wil be required to finish the seams. Crush a corner of fabric for several seconds in the fist. If the fabric holds wrinkles easily, it will need ironing or pressing. Hold a piece of cloth between the thumb and first finger of each hand and stretch it. If the fibers separate easily when pulled, the garment may pull at the seams. Look closely at the grain line. Yarns should meet at right angles for the material to be grain perfect. Never buy fabric that is off-grain. In most fabrics it cannot be corrected.

Choose a fabric that is flattering to the figure. Lines can create an optical illusion and deceive the eye. Vertical lines can make an individual appear taller. Horizontal lines make a person appear shorter and add width to a thin figure. Curved lines, such as a round collar or ruffles,

MEASURING CHART

MISSES'

Misses' patterns are designed for a well-proportioned, developed figure; about 5'5" to 5'6" without shoes.

Size	6	8	10	12	14	16	18	20
Bust	30½	31½	32½	34	36	38	40	42
Waist	23	24	25	26½	28	30	32	34
Hip	32½	33½	34½	36	38	40	42	44
Back Waist Length	15½	15¾	16	16¼	16½	16¾	17	17¼

JUNIOR PETITE

Junior Petite patterns are designed for a well-proportioned, petite figure; about 5' to 5'1" without shoes.

Size	3jp	5jp	7jp	9jp	11jp	13jp
Bust	30½	31	32	33	34	35
Waist	22½	23	24	25	26	27
Hip	31½	32	33	34	35	36
Back Waist Length	14	14¼	14½	14¾	15	15¼

JUNIOR

Junior patterns are designed for a well-proportioned, shorter-waisted figure; about 5'4" to 5'5" without shoes.

Size	5	7	9	11	13	15
Bust	30	31	32	33½	35	37
Waist	22½	23½	24½	25½	27	29
Hip	32	33	34	35½	37	39
Back Waist Length	15	15¼	15½	15¾	16	16¼

BOYS' AND TEEN BOYS'

These size ranges are for growing boys and young men who have not yet reached full adult stature.

	BOYS'				TEEN BOYS'			
Size	7	8	10	12	14	16	18	20
Chest	26	27	28	30	32	33½	35	36½
Waist	23	24	25	26	27	28	29	30
Hip (Seat)	27	28	29½	31	32½	34	35½	37
Neckband	11¾	12	12½	13	13½	14	14½	15
Approx. Height	48	50	54	58	61	64	66	68

MEN'S

Men's patterns are sized for men of average build; about 5'10" without shoes.

Size	34	36	38	40	42	44	46	48
Chest	34	36	38	40	42	44	46	48
Waist	28	30	32	34	36	39	42	44
Hip (Seat)	35	37	39	41	43	45	47	49
Neckband	14	14½	15	15½	16	16½	17	17½
Shirt Sleeve	32	32	33	33	34	34	35	35

YOUNG JUNIOR/TEEN

This size range is designed for the developing preteen and teen figures; about 5'1" to 5'3" without shoes.

Size	5/6	7/8	9/10	11/12	13/14	15/16
Bust	28	29	30½	32	33½	35
Waist	22	23	24	25	26	27
Hip	31	32	33½	35	36½	38
Back Waist Length	13½	14	14½	15	15¾	15¾

MEASUREMENTS

My Measurements	Pattern Measurements	Changes Needed

Pattern type I should select. _____

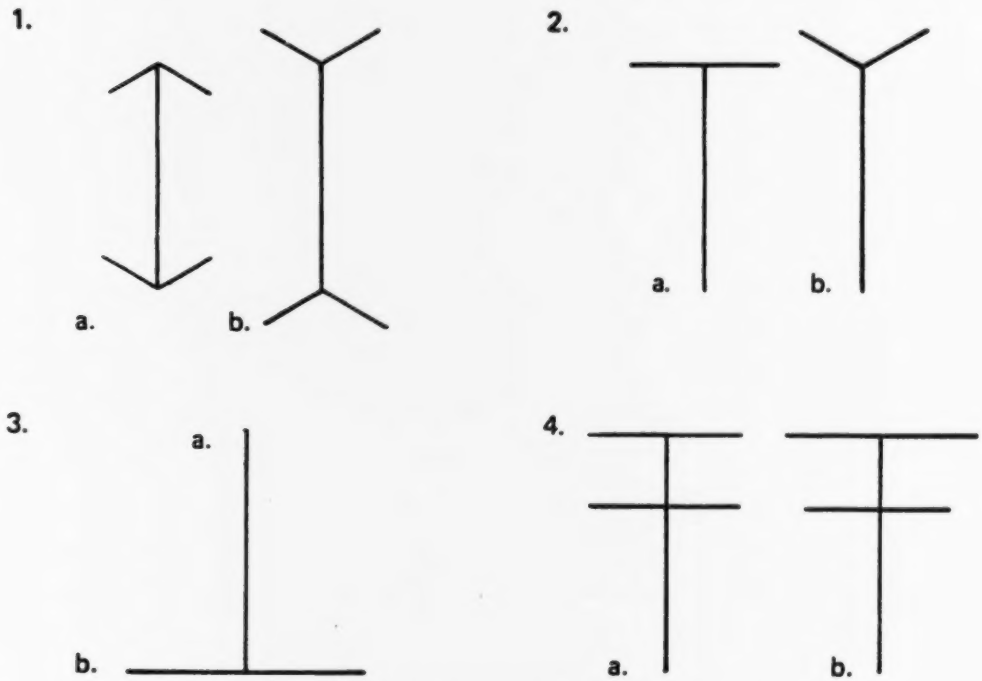
Pattern size I should select. _____

Courtesy of The Oklahoma State Department of Vocational and Technical Education

increase the size and shape of a figure. Dull, rough textures make a body appear smaller, while smooth, shiny textures make one appear larger.

Look at the groups of lines below. Which lines appear longer? Measure the lines to find that all lines are the same!

Read information printed on the bolt of fabric for instructions on washing and care. If it is not stated on the label that a fabric is preshrunk, then it must be soaked in water, dried, and pressed before cutting. Record the care information along with the fabric yardage required and the notions required so that this information will be handy when it is needed.



Courtesy of The Oklahoma State Department of Vocational and Technical Education

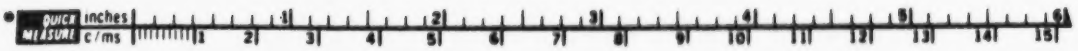
Learning Experiences

1. Collect samples of different fabrics. Test for raveling, wrinkling, stretching, and grain lines.
2. Use metric and inch rulers to mark and compare measurement lines on paper.
3. Cut out pictures from magazines showing styles and changes of styles.
4. Demonstrate shrinking methods with fabric scraps.
5. Trace fabric squares, shrink them, then trace again to determine the amount of shrinkage.
6. Find an off-grain fabric and try to make it grain perfect.
7. Practice copying information printed on the bolt of fabric giving care instructions.
8. Clip pictures of clothing which illustrates vertical, horizontal, and curved lines.

9. Collect fabric samples with different textures.
10. Use the reproduction of the pattern envelope, back and front, to answer the following questions.
    a. What is the pattern size?
    b. What are suitable fabrics for the garment?
    c. How much fabric is required for View 2? (Note: The fabric is 45 inches wide.)
    d. What notions are needed to make this garment?
    e. What is the approximate chest or bust measurement of the person who will use this pattern?
    f. How many pattern pieces will you need to make the garment?
    g. What was the cost of the pattern?
    h. What pattern TYPE is this pattern?
    i. Write a description of the garment.
    j. What is the name of the pattern company?

FRONT OF A PATTERN

Courtesy of The Oklahoma State Department of Vocational and Technical Education



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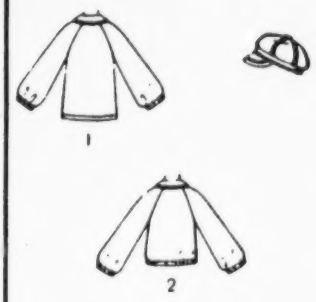
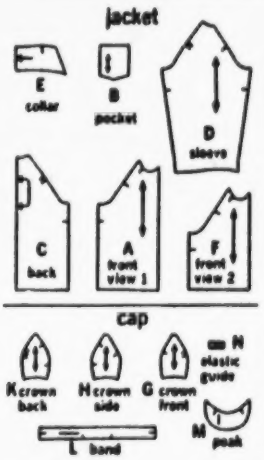
12 PIECES GIVEN





A PATTERN FROM SIMPLICITY'S "HOW-TO-SEW" SERIES

SIMPLE-TO-SEW 8

EVERYBODY UNLINED JACKET IN TWO LENGTHS AND CAP Cap is one size (including A Lesson Chart "How-to Make A Patch Pocket"). The unlined jacket with front separating zipper has collar, long raglan sleeves gathered with elastic casings, patch pockets, top-stitching trim and cord drawstring slipped thru casing at lower edge. V 1 is about hip length. V 2 is approximately waist length. The one size cap has peak and top-stitched seamed crown with button trim.

Suggested fabrics — Denim, chino, poplin, chambray, sharkskin, canvas, duck, gabardine, tweed, cire, quilted fabric, lightweight wool double knit.

NOTE: THIS PATTERN IS SUITABLE FOR MISSES', YOUNG JUNIOR/TEENS', TEEN-BOYS' AND MEN'S SIZES. PURCHASE THE PATTERN ACCORDING TO YOUR CHEST OR BUST MEASUREMENTS AS LISTED BELOW.

Metric conversion chart given on enclosed direction sheet

Extra fabric needed to match plaids, stripes, one-way designs
Not suitable for obvious diagonal fabrics

Fabric required	Sizes	X SMALL	SMALL	MEDIUM	LARGE	
Chest or Bust		29-31½	32-34	35-36½	38-40	Ins
Miss		6-8	10-12	14	16-18	"
Young Junior Teen		7-8-9-10	11-12-13-14	15-16	—	"
Teen-Boy		—	14-16	18-20	—	"
Men		—	34	36	38-40	"
View 1 Jacket						
35" or 36" without nap		2¼	2⅜	2⅞	3	Yds
44" or 45" without nap		2⅛	2¼	2⅜	2⅞	"
54" without nap		1⅜	1⅜	1⅜	1⅞	"
View 2 Jacket						
35" or 36" without nap		2⅛	2⅛	2⅜	2¾	"
44" or 45" without nap		1⅜	1⅞	2	2	"
54" without nap		1⅜	1½	1½	1⅜	"

View 1 or 2 Jacket interfacing — ¼ yd. of 25" 32" 35" or 36" woven or non-woven, fusible or non-fusible
View 1 or 2 Elastic for sleeve casings
½" wide — ⅛ ⅜ ⅜ ¾ Yd
View 1 or 2 Narrow cotton cord for drawstring 1¾ yds

Cap — One Size — ¼ yd of 35" 36" 44" 45" or 54" without nap
Interfacing — ⅛ yd of 23" 25" 32" 35" or 36" woven or non-woven, fusible or non-fusible
Elastic for band — ⅛ yd of 1" wide

Garment Measurements						
Finished back length of jacket v 1	25¼	25¼	25¼	25¼	Ins
Finished back length of jacket v 2	19¼	19¼	19¼	19¼	"

Sewing notions — Thread. Jacket View 1: 22" heavyweight separating zipper. Jacket View 2: 16" heavyweight separating zipper. Cap: One 1" button (opt.) 1½" wide single fold bias tape.

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IN CANADA: DOMINION SIMPLICITY PATTERNS, LTD., 120 MACK AVE., SCARBOROUGH, ONTARIO M1L 1N3

Courtesy of The Oklahoma State Department of Vocational and Technical Education

BACK OF A PATTERN

INSTRUCTIONAL OUTLINE

To teach the tasks association with MINIUNIT V, a series of events must occur sequentially. In the following space, list the tasks and outline the procedure that should be used in teaching the miniunits.

List of Tasks	Procedure for Accomplishing Each Task
1.	1.

MINIUNIT VI. PATTERN LAYOUT

Goal

After completing this miniunit, the student wil be able to use the guidesheet, recognize pattern construction symbols, trim and press pattern pieces, and pin the pattern to the fabric.

Resources

Brockwell, Abbie W. and Heyde, Abigail. **Sew with the "Sew" Premes.** Mississippi State, Mississippi: Mississippi State University, Research and Curriculum Unit for Vocational Technical Education, 1974.

Halmes, Ellen and Truitt, Debbie. **Custom Sewing.** Stillwater, OK: State Department of Vocational-Technical Education, Division of Vocational Home Economics, Curriculum and Instructional Materials Center, 1980.

Lawrence, Judy and Clotilde. **Sew Smart.** Ft. Lauderdale, FL: IBC Publishing Co., 1982.

The New Vogue Sewing Book. New York: Butterick Publishing, 1980.

Oklahoma. State Department of Vocational and Technical Education. **Home Economics I Basic Core.** Stillwater, Oklahoma: State Department of Vocational-Technical Education, Division of Home Economics, Curriculum and Instructional Materials Center, 1977.

The Singer Company. **Singer Instructions: Scholastic Zig-Zag and Stretch Sewing Machine/ Model 717.** New York: The Singer Company, 1973.

Tools and/or Equipment

1. Iron
2. Ironing board
3. Cutting table

Materials and/or Supplies

1. Pins
2. Scissors
3. Pattern guidesheet
4. Illustrating directions and pattern pieces
5. Fabrics
6. Tape measure.

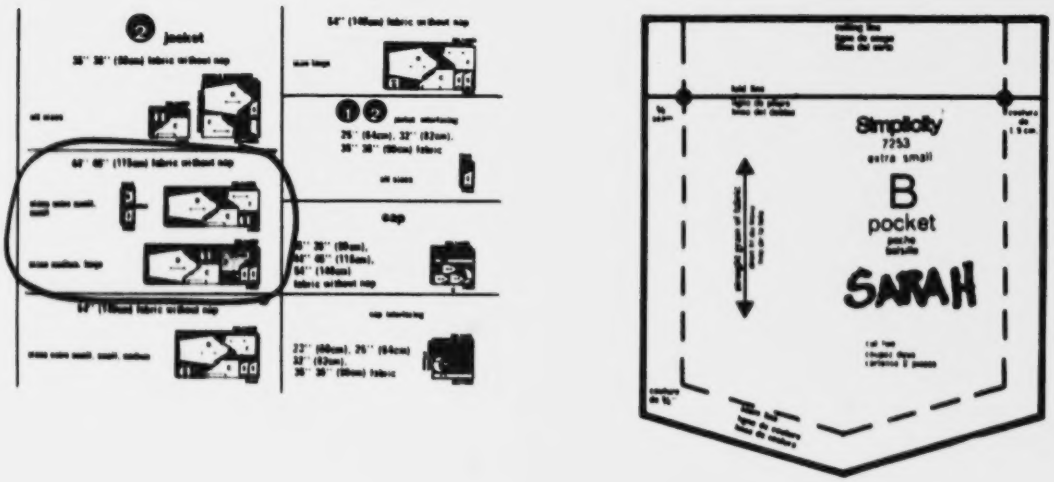
Objectives

1. Explain how to use the guidesheet.
2. Explain and demonstrate how to select pattern pieces needed.
3. Demonstrate how to trim the margin of the pattern pieces.
4. Demonstrate how to press the pattern pieces with a warm iron.
5. Demonstrate how to lay the pattern pieces on the straight grain.
6. Demonstrate how to pin the pattern to the fabric.
7. List and define the pattern construction symbols.

Information and/or Procedures

One of the most important steps in the process of making a beautiful garment is "cutting out". No matter how expert the sewing techniques or how perfect the fit, the garment will have a "loving hands, at home look" if the pattern layout and cutting procedure does not match the other skills. This does not mean just cutting a straight line but also knowing how to use the guidesheet, select the pattern pieces needed, trim and press the pattern pieces, lay the pattern on the straight grain, recognize the pattern construction symbols, and pin the pattern to the fabric.

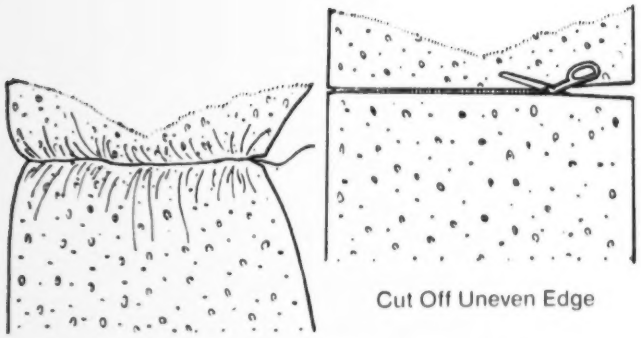
Study the guidesheet. The sewing guide provides step-by-step outlined instructions. Separate the pattern pieces needed and return the remaining ones to the pattern envelope. Draw a circle around the cutting layout selected and print the student's name on the guidesheet and on every pattern piece. Trim the excess pattern tissue and press all the pieces with a warm dry iron to remove wrinkles.



Sewing Guidesheet and Pattern Piece

Courtesy of The Oklahoma State Department of Vocational and Technical Education

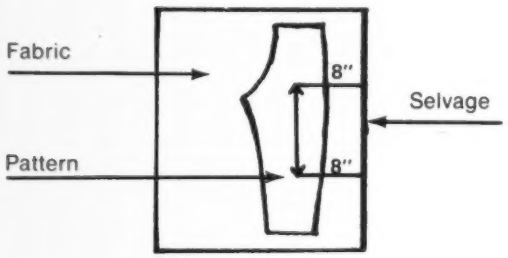
Lay the pattern on the straight-of-grain. Extend the grainline on all the pattern pieces from the top to the bottom edge. This will make it easier to place them on the grain. The pattern directional arrow should run parallel to the fabric grainline. This is absolutely necessary for a properly hanging garment. Find the crosswise grainline by pulling a thread across the width of the fabric and cutting off the uneven edge above it. The selvage is the lengthwise grainline. Permanently pin the pattern pieces in place only after the grainlines are perfect and it is certain that there is enough fabric.



Cut Off Uneven Edge

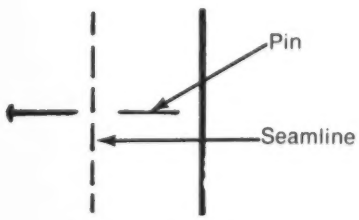
Courtesy of The Oklahoma State Department of Vocational and Technical Education

Follow the diagram on the cutting guide. Place the fabric so that the selvage is in the same position on the table as it is on the cutting guide, then place the pattern pieces on the fabric exactly as they appear on the cutting guide. Begin by placing a pin at one end of the grainline arrow. Measure the distance from each end of the arrow to the selvage. Both ends must be the same distance.



Placing Pattern

Pins should be placed at right angles to the seamline and slightly away from the pattern edge. Place pins at each notch, corner, or curve, and about 8 inches apart on straight edges. When all the pattern pieces have been pinned on the fabric, it must be checked by the teacher. Cut only after the layout and pinning has been approved.



Pinning Pattern

Construction Symbols. Pattern pieces are like blueprints, they guide by including all the construction symbols needed to make sewing easier and more accurate. Every symbol has been printed for a very specific purpose and should be followed faithfully.

1. **Grainline.** A heavy solid line with arrows at either end indicating the direction of the grain.
2. **Cutting Line.** The heavy outer line of the pattern piece indicated by scissors.
3. **Seamline.** The long, broken line, 5/8 inch inside the cutting line indicated by a presser foot, where all seams should be stitched for an ample seam allowance.
4. **Adjustment Line.** Double lines indicating areas where lengthening or shortening must be done before cutting, if necessary.
5. **Center Front or Center Back Lines.** Solid lines indicate where the garment is to fall at the center of the body.
6. **Button and Buttonhole.** The symbols marking the length of the buttonhole, size of the button, and the precise location of each.
7. **Fold Line.** A solid line marking where the garment is to be folded during its construction.
8. **Place on Fold Bracket.** Brackets shown on the center front or center back lines indicating that a pattern piece is to be placed on the fold of the fabric before cutting.
9. **Notch.** A mark used for accurate joining of seams.
10. **Large O and Small o.** Symbols printed on the pattern for accurate joining of garment sections. They are particularly helpful where even distribution of gathers and ease is required, or when matching plaids or stripes.
11. **Triangles (▲) and Squares (■).** Construction symbols to aid in matching. Remember to sew to or through the center of all symbols.
12. **Dart.** Broken lines that meet at a point. Corresponding symbols need to be carefully matched.
13. **Zipper.** Symbol indicating the placement of a zipper on the seamline.
14. **Hemline.** The line indicating the finished edge of the garment.

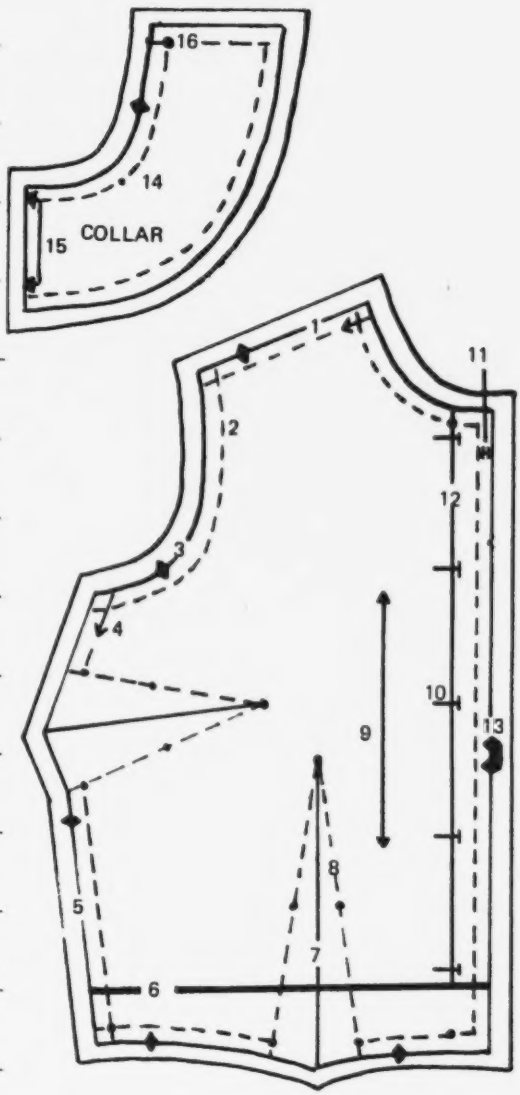
The pattern pieces on the next page each bear certain construction symbols. The symbols have numbers on them which correspond to the same number in the column at the left.

Learning Experiences

1. Practice laying out pattern pieces following the guidesheet.
2. Select a pattern piece and name all construction symbols found on it.
3. Select a pattern piece with a directional arrow for the grainline and practice placing it on the straight-of-grain.
4. Select a pattern piece with foldline brackets and practice placing it on the fold.
5. Demonstrate placing pins at right angles to the seamline.

Construction Symbols

1. cutting line
2. stitching line
3. notch
4. direction arrow
5. excess pattern
6. waistline
7. fold line
8. sewing line
9. grainline
10. buttonhole
11. 5/8" seam
12. center line
13. double notches
14. small dot
15. fold bracket
16. large dot



INSTRUCTIONAL OUTLINE

To teach the tasks association with MINIUNIT VI, a series of events must occur sequentially. In the following space, list the tasks and outline the procedure that should be used in teaching the miniunits.

List of Tasks	Procedure for Accomplishing Each Task
1.	1.

MINIUNIT VII. CUTTING AND MARKING

Goal

After completing this miniunit, the student will be able to cut fabric and mark pattern symbols.

Resources

Halmes, Ellen and Truitt, Debbie. **Custom Sewing.** Stillwater, OK: Oklahoma State Department of Vocational and Technical Education, Division of Vocational Home Economics, Curriculum and Instructional Materials Center, 1980.

Lawrence, Judy and Clotilde. **Sew Smart.** Ft. Lauderdale, Fl: IBC Publishing Co., 1982.

Tools and/or Equipment

1. Iron
2. Ironing board
3. Cutting board

Materials and Supplies

1. Fabric
2. Pattern
3. Pins
4. Shears
5. Tracing wheel
6. Ruler

Objectives

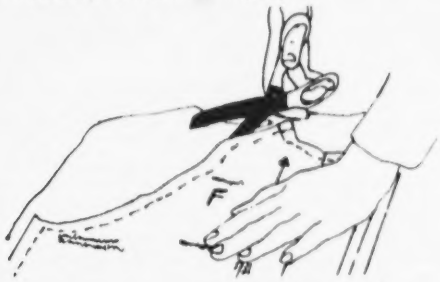
1. Demonstrate how to cut the fabric.
2. Demonstrate how to mark the pattern symbols.

Information and/or Procedures

The fabric should be handled carefully because accurate cutting of fabric and marking the pattern symbols are the best guidelines for sewing. These guidelines should be followed carefully.

Cutting the Fabric. Secure the pattern pieces to the fabric with enough pins to hold them in place, but not so many that the pattern begins to wrinkle. Many times pattern weights can be used in place of pins and can save time.

When cutting fabric, always use a sharp pair of bent-handled shears, at least 8 to 10 inches long. Dull shears will chew up the fabric and tire the hands. Make long cuts rather than short snips when cutting for more accurate cutting. Keep the shears constantly moving when cutting around a curve. Keep the fabric flat on the table while cutting and walk around the table rather than move the pattern and fabric. Do not overcut. This means to cut just around the pattern edges and not make cuts extending out into the fabric at each corner. Some of that extra fabric may be needed, so leave it intact.

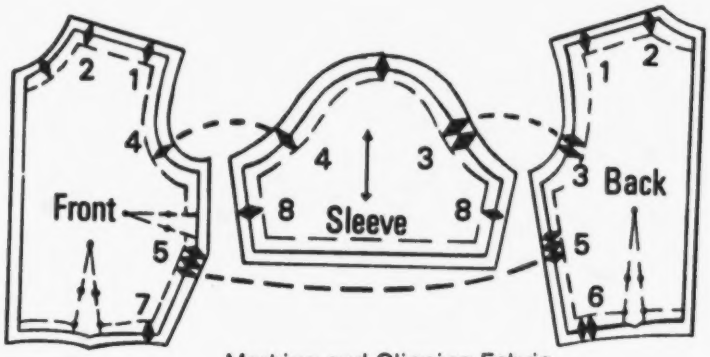


Cutting the Fabric

Be aware of the width of the cutting line on the paper pattern. Some of them seem to be very wide, and depending upon where they are cut, they can affect the size of the garment. Do not cut out fabric with pinking shears. This will make it very difficult to judge widths when sewing. Use the pinking shears after seams have been sewn.

Marking Pattern Symbols. Once the cutting job has been completed, transfer the construction symbols to the fabric. The best way of transferring the markings is with a tracing wheel and paper. Choose a color of tracing paper that will show on the fabric, mark on the wrong side of the fabric only, and trace over lines once with firm pressure. Trace lines will aid in sewing buttonholes, darts and seam lines.

Construction marks that fall along the outside edges of the pattern are easily marked with small clips into the seam allowance. A 1/8-inch clip is all that is necessary and does not weaken the seam allowance. Clip each notch, including all the points of multiple notches. Clip the hem fold on each side of the pattern piece, each end of the dart, and the end of zipper openings. Clip the dot at the top of the sleeves and the dots around the sleeve cap and armhole.



Marking and Clipping Fabric

Courtesy of The Oklahoma State Department of Vocational and Technical Education

Clip all other outside marks, such as pockets that go in a seam, special circles marking the end of stitching lines, center front and center back on the garment and facing pieces, lapel notches, and sections to be eased.

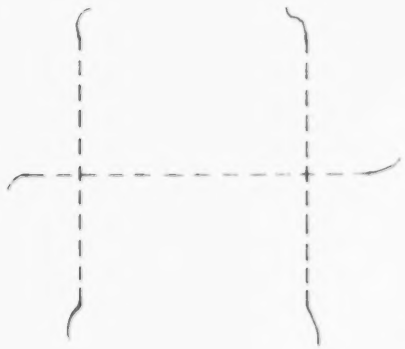
Inside details, such as pocket and flap locations, dart ends, pleats, and trim lines can be marked with a pencil, washable felt tip pen, or chalk. This is a quick and easy procedure if the fabric is folded right sides out, before the pattern pieces are pinned in place. While the pattern is still pinned to the fabric, insert pins through all the inside construction marks making sure that the point of the pin enters the fabric on the desired marking point or stitching line. It helps if a cutting board is used so that the pins have something to hold them firmly in place.

Unpin the edges of the pattern, and carefully separate the fabric layers to the marking pins. Place a mark on the wrong side of both layers of fabric at the pins.

Marking a Pattern

Courtesy of The Oklahoma State Department of Vocational and Technical Education

Garment pieces to be interfaced which have inside construction marks should be marked after the interfacing has been fused or stitched in place. Mark the fold line on interfacings, belts, and pockets by pressing on the fold. Marks that need to be used on the right side of the fabric should be transferred by running a short thread through the fabric at the exact center of the mark. This method is more accurate than tailor's tacks.



Running a Short Thread to Mark

After all markings have been transferred to the fabric, leave the pattern pinned to the fabric and fold the cut pieces so that the name of the pattern piece serves as a label. This eliminates unnecessary handling of the cut pieces and keeps them in order for sewing.

Learning Experiences

1. Cut out patterns on scrap fabrics.
2. Clip 1/8 inch on fabric scraps following curved and straight lines.
3. Mark fabric scraps with pins and clips and by pressing on the fold.
4. Transfer marks to the right side of the fabric using a thread.
5. Make a sampler showing different marking techniques.

INSTRUCTIONAL OUTLINE

To teach the tasks association with MINIUNIT VII, a series of events must occur sequentially. In the following space, list the tasks and outline the procedure that should be used in teaching the miniunits.

List of Tasks	Procedure for Accomplishing Each Task
1.	1.

MINIUNIT VIII. STITCHING AND PRESSING SEAMS AND DARTS

Goal

After completion of this miniunit, the student will be able to properly stitch and press straight seams, curved seams, and darts.

Resources

Oklahoma. State Department of Vocational and Technical Education. **Home Economics I, Basic Core.** Stillwater: Curriculum and Instructional Materials Center, 1979.

The Singer Company. **Singer Instructions: Scholastic Zig-Zag and Stretch Sewing Machine/ Model 717.** New York: The Singer Company, 1973.

Tools and/or Equipment

1. Sewing machine
2. Machine needles
3. Bobbins
4. Ironing board
5. Iron

Materials and/or Supplies

1. Fabric scraps
2. Straight pins
3. Thread
4. Hand sewing needles
5. Scissors
6. Shears

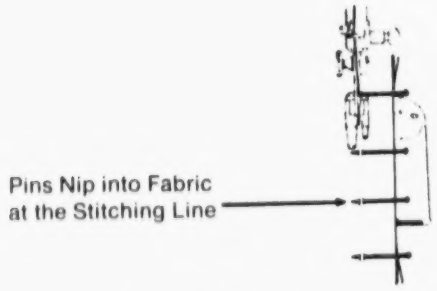
Objectives

1. Demonstrate how to set machine controls for straight stitching and for stitching curved seams.
2. Demonstrate how to use pin basting for constructing a straight seam and a dart.
3. Demonstrate how to use hand basting for constructing a curved seam.
4. Demonstrate how to use numbered guidelines on the machine throat plate to stitch a proper width seam and to keep the stitching line straight.
5. Demonstrate how to stitch straight seams, curved seams, and a square corner on fabric scraps.
6. Demonstrate how to reinforce the ends of seams.
7. Demonstrate how to trim a seam to reduce bulk on a seam sample.
8. Demonstrate how to clip a curved seam allowance.
9. Demonstrate how to stitch a dart and secure the thread at the point of the dart.
10. Demonstrate proper pressing techniques for a straight seam, curved seam, and dart.

Information and/or Procedures

Setting the Machine. The sewing machine should be properly set to stitch a straight seam. The needle position dial should be set on center ( ). Set the stitch width dial on ( ). Set the stitch control dial for the desired stitch length (usually 10 to 12 stitches per inch for straight seams and 15 to 20 per inch for curved seams).

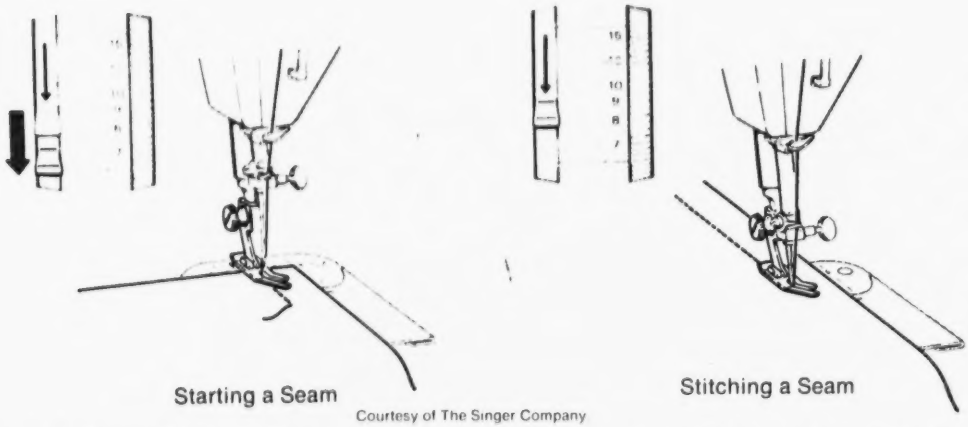
Pin Basting. Easy-to-handle fabric can be pin-basted rather the hand-basted to save time when stitching straight seams. Place right sides of fabric together with seam edges even. Use fine pins and place them so that they are at right angles to the presser foot and just nip into the fabric at the stitching line. Pins should never be placed on the underside of the fabric in contact with the feed.



Courtesy of The Singer Company

Starting a Seam. Raise the presser foot lifter to its normal UP position and place the fabric under the presser foot. Turn the handwheel backward to position the needle about 1/2 inch from the starting edge. Lower the presser foot before starting to sew. Press the reverse-stitch lever all the way down and hold it in place. Backstitch to the edge of the fabric for reinforcement. Release the reverse-stitch lever and stitch in a forward direction, guiding the fabric in front of the presser foot and removing each pin as the needle comes to it.

CAUTION: Do not sew across pins as it often blunts the machine needle.

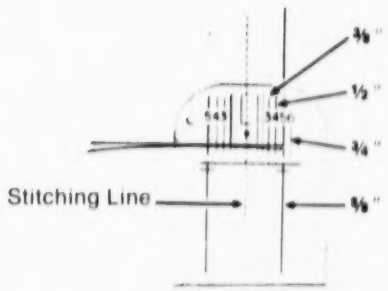


Starting a Seam

Stitching a Seam

Courtesy of The Singer Company

Keeping Seams Straight. The numbered guidelines on the throat plate can be used to keep the seam straight as it is stitched. The numbers indicate distance in eighths of an inch from the needle. For example, line up the fabric edge with the number 5 guideline for a 5/8-inch seam. Because most seams are 5/8-inch wide, both number 5 guidelines are extended on the slide plate. As the seam is sewn, the raw edge of the fabric should be kept even with the number 5 guideline for a straight-stitched 5/8-inch seam.

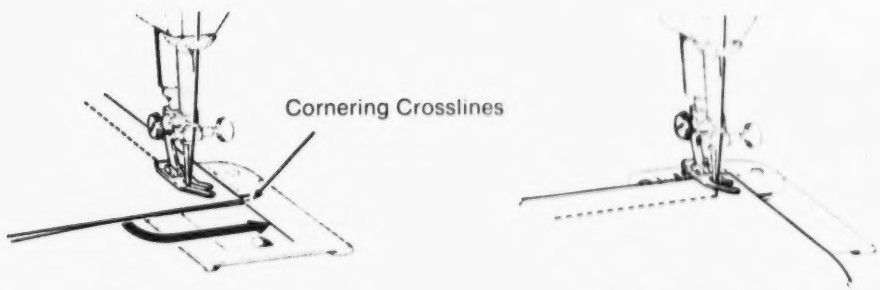


Using Guidelines

Courtesy of The Singer Company

Turning Square Corners. The crosslines on the slide plate serve as cornering guides when stitching a square corner. Therefore, do not measure or mark the seam. Line up fabric edges with guideline 5 on the throat plate. Stitch the seam, slowing speed as the corner is approached. Stop stitching, with the needle down, when the lower edge of the fabric reaches the cornering crosslines on the slide plate. Raise the presser foot and turn the fabric on the needle, bringing the lower edge of fabric in line with guideline 5. Lower the presser foot and stitch the remainder of the seam in the new direction.

Pivoting at Corner



Fabric at Crosslines

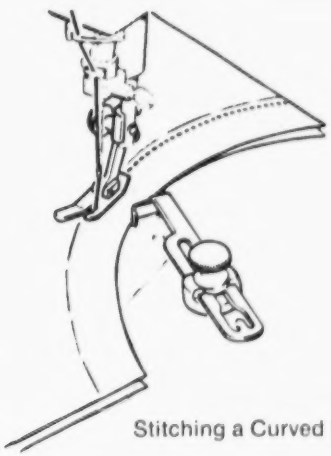
Fabric after Turning

Courtesy of The Singer Company

Hand Basting. Hand basting is used to hold pieces of fabric together as well as to mark the stitching line. This is especially helpful for irregular stitching lines and curved seams. To hand baste, thread a hand sewing needle with a contrasting color of thread and knot only one end of the thread. The unknotted end of thread is left shorter than the knotted end. Push the threaded needle in and out of the fabric along the line to be stitched, using long stitches. To keep fabric flat, do not pull stitches too tightly. At the end of a seam, knot the thread and clip the remainder of unused thread.

Knot One End of Thread

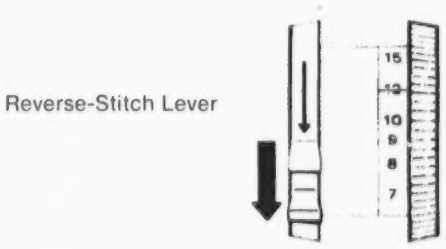
Stitching Curved Seams. A short stitch is used on curved seams for elasticity and strength. For example, if 12 stitches per inch is used for straight seams, select 15 to 20 stitches per inch to stitch curved seams in the same fabric. The hand-basted line can then be used as a guide for stitching the curved seam.



Stitching a Curved Seam

Courtesy of The Singer Company

Reinforcing Ends of Seams. Reinforcement is necessary to prevent a stitched seam from pulling apart. Stitch to the edge of the fabric. Press and hold the reverse-stitch lever all the way down. Backstitch about 1/2 inch to reinforce the end of the seam. Release the lever. Raise the needle to its highest point, raise the presser foot, and remove the fabric by drawing it to the back and left. Cut the threads.



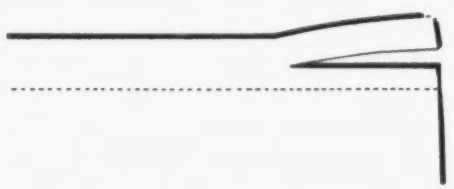
Courtesy of The Singer Company

Ending a Seam

Cutting Threads

Courtesy of The Singer Company

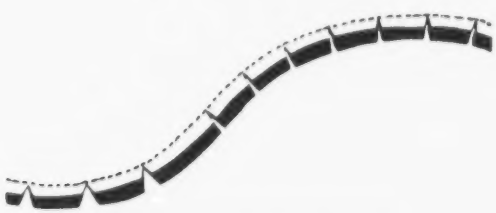
Trimming Seams. It is sometimes necessary to trim a seam in order to reduce bulk or to prevent a visible ridge on the outside of the garment. Hold the seam carefully to trim away 1/4 inch. (The remaining seam will be 3/8 inch wide.) Be especially careful to cut away only the seam allowance and not the stitching.



Trimming Seam Allowances

Courtesy of The Oklahoma State Department of Vocational and Technical Education

Clipping Seams. Clipping allows curved seams to lie flat when turned to the inside of the garment. The more curve there is in a seam, the closer the clips. Also, the straighter the edge is, the fewer clips. To clip a seam, begin by holding the seam with the thumb on top and the index finger directly under the stitching. Place the tip of the lower blade of shears against the index finger and just inside the stitching. Point the upper blade straight into the seam toward the stitching. Close blades to the very points, being very careful not to cut through the stitching.

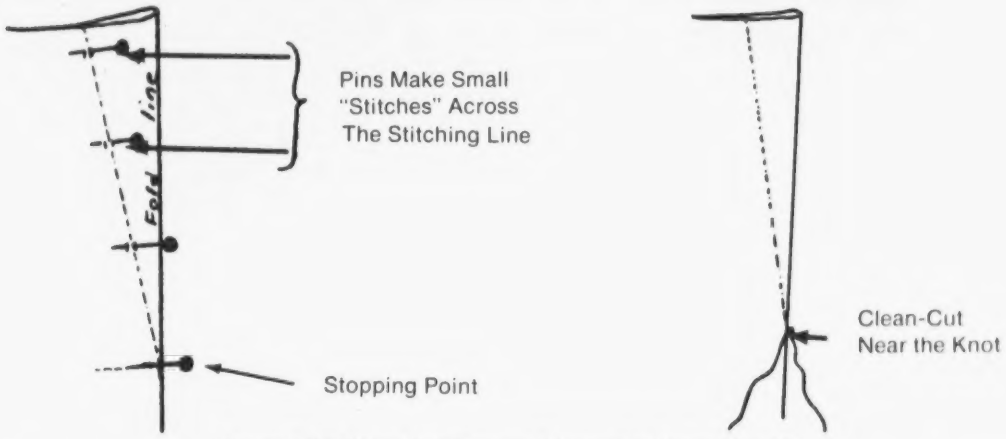


Clipping Curved Seam

Courtesy of The Oklahoma State Department of Vocational and Technical Education

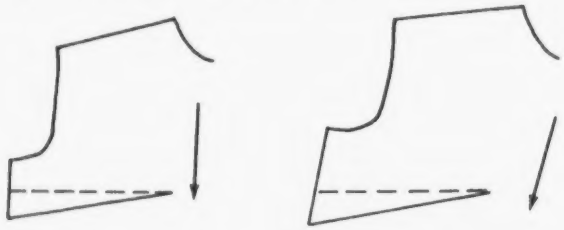
Pressing Seams. For a professional look, it is important for seams to be well pressed. If possible, a steam iron should be used and the manufacturer's instructions should be followed. A press cloth will help prevent scorching and shine on the fabric. Fill the iron with water; plug it in; set the iron to the desired temperature; and allow the iron to heat for approximately 2 minutes. Test the iron temperature on a scrap of fabric before pressing the garment. If the iron sticks or will not glide over the fabric, it is too hot. Seams should be pressed open from the wrong side of the garment unless otherwise specified in the guide sheet. Do not allow the iron to rest in one spot for too long. The result should be a smooth, flat seam.

Stitching Darts. Darts are folds of fabric stitched at angles to conform to the shape of the body and provide a closer fit of the garment. To stitch a dart, fold the marked dart on the fold line, right sides together, matching dots and stitching lines. Pin-baste darts, placing pins on top of the garment piece. Place wide ends of the dart under the presser foot. Lower the needle onto the stitching line at the edge of the fabric, and lower the presser foot. Stitch along the marked stitching line, removing each pin as the needle comes to it. Stitch slowly when nearing the stopping point at the end of the dart. Stitches should get closer and closer to the fold so that the last three or four stitches are right on the folded edge. Make the last stitch exactly on the stopping point. If the dart ends abruptly without gradual tapering to a point, the end of the dart will pucker. Secure the thread at the point of the dart by tying a square knot and clean-cutting threads near the knot or by chaining off, which is to allow the machine to continue to sew two or three extra stitches after the dart has passed beyong the needle. In chaining off, the bobbin and spool threads automatically twist tightly.



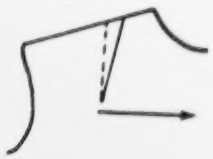
Courtesy of The Oklahoma State Department of Vocational and Technical Education

Pressing Darts. Both horizontal and slanted darts should be pressed downward. Vertical darts should be pressed toward the center of the garment.



Press Horizontal and Slanted Darts Downward

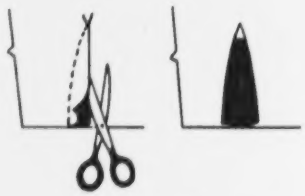
Courtesy of The Oklahoma State Department of Vocational and Technical Education



Press Vertical Darts to Center

Courtesy of The Oklahoma State Department of Vocational and Technical Education

Darts in heavy or bulky fabrics should be slashed along the fold and pressed open. This procedure reduces bulk. Also, curved darts are slashed so they will lie flat.



Slashing Darts

Courtesy of The Oklahoma State Department of Vocational and Technical Education

First press darts on the wrong side using a tailor's ham or press mitt since darts create curves or shapes. Then press darts on the right side of fabric, using a press cloth if needed.

Learning Experiences

1. Set machine controls for stitching a straight seam and for stitching a curved seam. Have a partner check for accuracy.
2. On a fabric scrap, pin-baste and stitch a straight 5/8-inch seam. Then trim the seam to 3/8 inch and press.
3. Have partners test each other on the proper procedure for stitching a seam which requires turning a square corner.
4. Hand-baste and stitch a curved 5/8-inch seam. The clip the curved seam and press.
5. Construct samples of three different angles of darts and demonstrate proper pressing techniques for each.

INSTRUCTIONAL OUTLINE

To teach the tasks association with MINIUNIT VIII, a series of events must occur sequentially. In the following space, list the tasks and outline the procedure that should be used in teaching the miniunits.

List of Tasks	Procedure for Accomplishing Each Task
1.	1.

MINIUNIT IX. CONSTRUCTING A PROJECT

Goal

After completing this miniunit, the student will be able to construct a simple project using machine and hand stitching techniques.

Resources

Brinkley, Jeanne and Aletti, Ann. **Altering Ready-to-Wear Fashions.** Peoria, Illinois: Charles F. Bennett Co., 1976.

Brockwell, Abbie W. and Heyde, Abigail. **Sew With the "Sew" Premes.** Mississippi State, MS: Mississippi State University, Research and Curriculum Unit for Vocational-Technical Education, 1974.

Hollis, Neston. **Successful Sewing: A Modern Guide.** New York: Ballentine Books, Inc., 1971.

Oklahoma. State Department of Vocational and Technical Education. **Home Economics I, Basic Core.** Stillwater, Oklahoma: State Department of Vocational and Technical Education, Division of Home Economics, Curriculum and Instructional Materials Center, 1977.

Sturm, Mary M. and Greaser, Edwina H. **Guide to Modern Clothing.** St. Louis, Missouri: McGraw-Hill, Inc., 1962.

Tools and/or Equipment

1. Sewing machine
2. Cutting table
3. Ironing board and iron

Materials and/or Supplies

1. Pattern
2. Fabric
3. Scissors
4. Pins
5. Machine needles
6. Hand sewing needles
7. Bobbin
8. Thread
9. Tape measure
10. Hem marker
11. Sewing machine attachments
12. Buttons
13. Fasteners
14. Zipper
15. Seam binding

Objectives

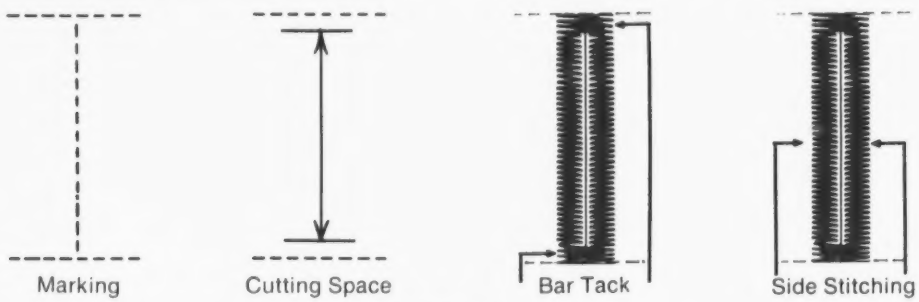
1. Demonstrate use of the zigzag stitch to make a buttonhole and to apply a button.
2. Demonstrate top stitching.
3. Demonstrate how to make gathering stitches and pull threads to make gathering.
4. Demonstrate how to thread a sewing needle and make a knot.
5. Point out finishes for raw edges.

6. Demonstrate hand sewing stitches.
7. Recognize zipper applications
8. Construct a simple project.

Information and/or Procedure

The zigzag throat plate and foot must be used for all zigzag stitching. This stitch is used for making buttonholes, applying buttons, seam finishing, joining, and mending. To make the zigzag pattern, set the stitch width, making sure the needle is above the fabric, then set the needle position. Make a test sample on fabric to adjust the stitch control since zigzag stitching requires less needle thread tension than straight stitching. Stitches should lie flat against the fabric without causing a pucker.

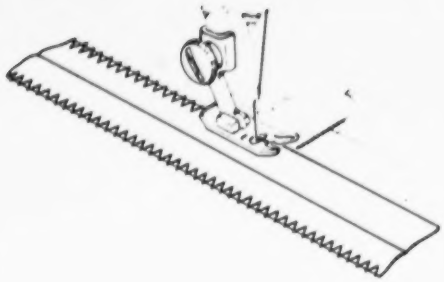
Making a Buttonhole. Attach the zigzag throat plate and the buttonhole presser foot. Always make a test buttonhole on a fabric sample first. To find the right length for a buttonhole, measure the button diameter and add 1/8 inch. Then mark the fabric where the button will be. Set the stitch width ar 2 1/2 for side stitching. Beginning on the right side of the mark, zigzag to the end. Then pivot the fabric on the needle, bar tack by adjusting the stitch width to 5, and take 6 stitches. Re-adjust the stitch width to 2 1/2, and stitch on the left side to the end of the mark. Adjust the stitch width for the bar tack and take 6 stitches. Secure stitching by making 3 stitches on the 0 setting. Draw all threads to the underside, fasten, and trim. Cut the opening for the button with buttonhole scissors.



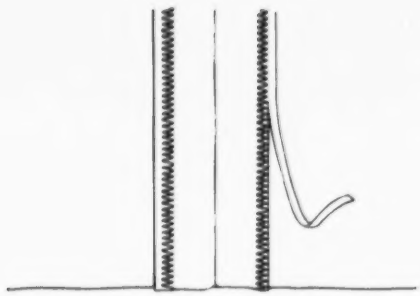
Courtesy of The Singer Company

Applying a Button. The space between the holes in the button detemines the stitch width settings. Set the stitch length to the bottom of the fine setting. Secure the button under the foot so that the needle will enter the right hole. Turn the handwheel to make sure of the setting. Take 7 stitches at this setting ending on the left side. Return the stitch width to 0 and take 3 stitches to secure.

Finishing Edge. The zigzag stitch eliminates bulk on hem and facing edges. When using the zigzag accessories, set the stitch width at 5 and the stitch control length to suit the fabric. Make a test sample to check the thread tension. Begin stitching about 1/2 inch from the hem or facing edge. Press and trim the excess fabric close to the stitching line.



Overedged Seam Finish



Trimming Seam Edges

Courtesy of The Singer Company

Top Stitching. A simple way to accent the lines of a garment is to place one or more rows of stitching along collars, lapels, facing edges, pockets, and seams. For a tailored look, use lines of regular straight stitching. Sew with buttonhole twist for added emphasis. The seam guide wil help in placing rows of stitching evenly.

Gathering. Set the machine on a long stitch. Without breaking the stitching, stitch along the seamline and again 1/4 inch away in the seam allowance or along lines on the pattern. Pull the bottom two thread ends to gather the fabric up to the desired fullness or to fit the pattern.

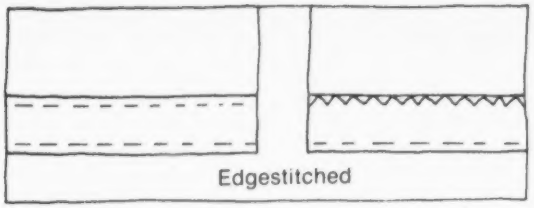
Hemming. To mark where the hem is to be turned, put the garment on right side out. Use a hem marker or a measuring stick to mark the hemline with a row of pins placed parallel to the floor. Place the garment on the table and spread it out to turn the hem. Fold the hem to the wrong side on the line of pins and pin baste or hand baste. Measure the width of the finished hem and mark it with pins. Trim off the excess fabric. Stay stitch the edge of the hem about 1/4 inch from the edge. Ease in any fullness in a curved hem by pulling the stitches. Press on the underside with the grain of fabric. Finish the raw edge with lace binding, edge stitching, or a clean finish. To machine hem, turn under the raw edge so that it lies along the pressed crease, press, and stitch close to the fold. This will make a clean finish.

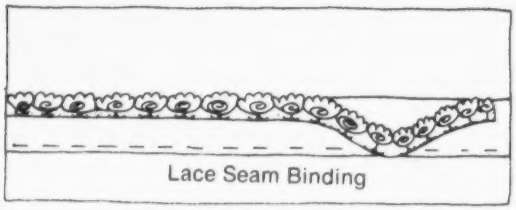
Hand Stitching. Left-handed persons should use the opposite of the hand indicated for hand sewing. A mirror can be placed beside the demonstration and the reflection gives the exact position for the left-handed person.

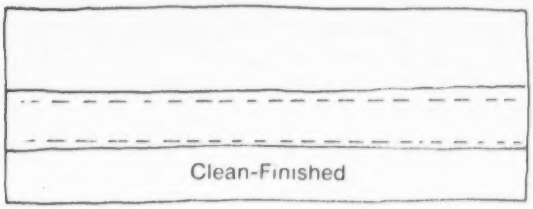
To knot the thread, measure a length of thread 20 to 30 inches and cut at an angle with sharp scissors. Guide an end of the thread through the eye of the needle and make a knot by wrapping one thread around the first finger until it crosses. Roll the thread to the tip of the finger with the thumb. Pull the loop down to the end of the thread with the nail of the middle finger until it makes a knot. To secure hand stitching, take several small stitches one on top of the other on the underside where it will not show.

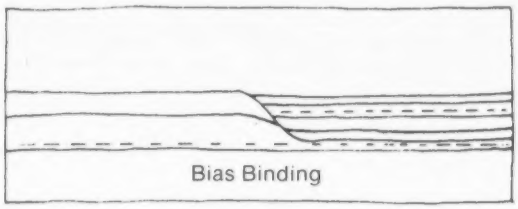
1. **Basting Stitch.** This stitch can be removed when the permanent stitching is done. Use a contrasting color of thread so that it will be easy to see. Weave the needle in and out of the fabric taking long stitches.
2. **Running Stitch.** This is a small stitch in the fabric. Hold the needle close to the point. Weave it in and out pushing with the thimble. Secure with a tiny backstitch.
3. **Whip Stitch.** This stitch joins two finished edges together. Short stitches are made close together from right to left. Insert the needle from the back of the fabric, pointing it to the left shoulder and bringing it through the fabric each time a stitch is made.

FINISH FOR RAW EDGES

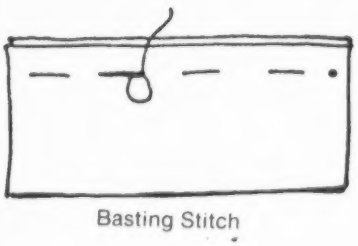


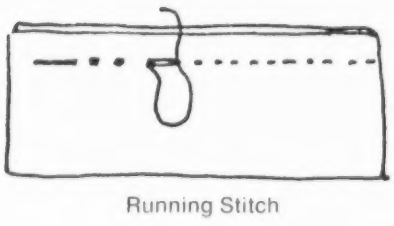


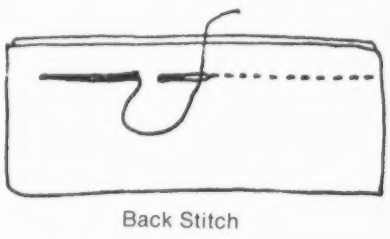


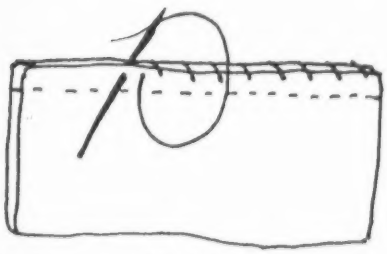


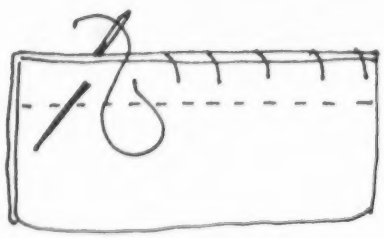
HAND STITCHES

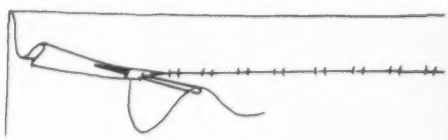


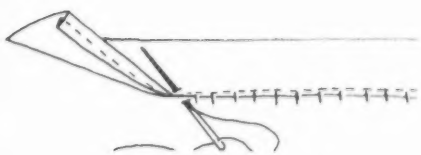


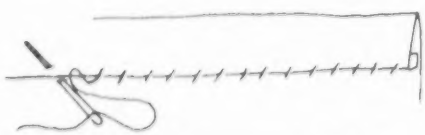


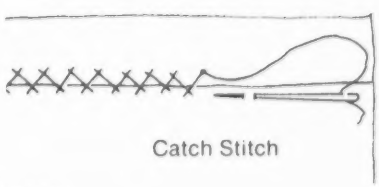








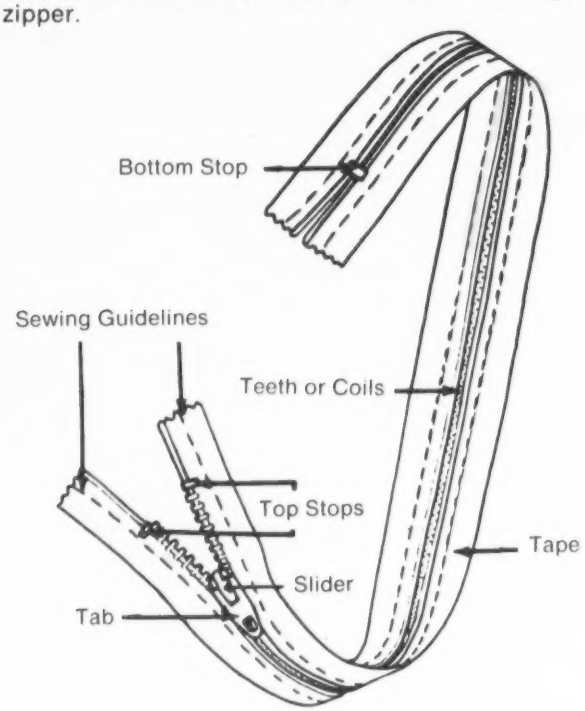




Courtesy of The Oklahoma State Department of Vocational and Technical Education

4. **Overcast Stitch.** This stitch is used to prevent raveling of the seam allowance. The stitches are longer and placed farther apart than the whip stitch; however, they are made in the same way.
5. **Hemming Stitch.** This stitch should be done with a fine needle and a single thread that matches the color of the fabric. Stitches should be small and evenly spaced so that the stitching will not show on the right side. Begin the slip stitch by hiding the knot under the hem. Slip the needle 1/4 inch under the fold of the hem, bring the needle out, pick up a thread or two of the fabric directly under the hem, and slide the needle back through the fold.
6. **Catch Stitch.** This stitch is well suited to stretchy fabrics. Work from left to right. Slant the needle toward the left shoulder. Place the hem over the fingers, holding it with the thumb and third finger. Secure the thread in the hem, taking a tiny backstitch in the garment parallel and very close to the edge of the hem. Take a second stitch in the hem edge, progressing to the right and forming a slanting thread from the hem edge to the garment. Continue zigzag fashion taking a stitch in the gament and then in the hem edge.

Applying a Zipper. The zipper is a common fastener found in clothing. The illustration below shows the parts of a zipper.

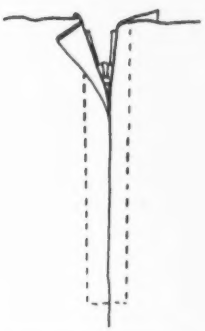


Parts of a Zipper

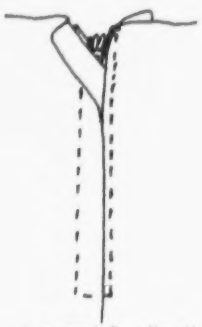
Courtesy of The Oklahoma State Department of Vocational and Technical Education

Attach the zipper foot to the sewing machine. Preshrink the zipper and press to prepare for the centered, lapped, or fly appliction. Measure a line down the seam and mark the seam exactly 1 inch (2.5 cm) longer than the zipper. Machine-baste a 5/8-inch seam to the mark, backstitch, and set the machine for regular stitching. Press open the seam and work on the inside of the fabric.

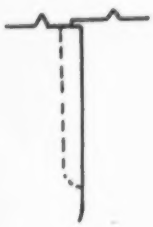
1. **Centered Application.** For the centered application, open the zipper. Center the tab side down on the seam, lining the teeth evenly on the seam. Pin, then machine-baste along the zipper guideline through the zipper tape and the seam allowance. Close the zipper. Place it flat against the fabric, and pin through all thicknesses. Stitch down the length of the zipper; pivot at the end; stitch across; pivot; and stitch up the other side. Remove the basting and press.
2. **Lapped Application.** Open the zipper for the lapped application. Place tab side down on the right-hand seam allowance, pin with the teeth of the zipper evenly on the seam, and machine-baste along the zipper guideline. Close the zipper and turn so that it is right side up. This will make a fold in the seam. Machine stitch close to the fold from the bottom to the top of the zipper. Place the zipper face down against the other seam allowance, pin all thicknesses and stitch the length of the zipper, pivot, and stitch across the seam. Pull the threads to the wrong side and tie the ends. Remove basting stitches and press.
3. **Fly Application.** For the fly application, turn the **right** front extension of the garment to the inside on the center front markings. Hand-baste close to the fold edge, and press. Turn in the **left** front extension 1/4 inch from the center front, hand-baste close to the fold edge and press. Close the zipper. Lap and pin the fold edge of the **left** front over the zipper tape and stitch close to the fold edge. Lap and pin the **right** front over the zipper and the left front so that the center markings match. Baste the **right** front to the zipper tape and stitch. Remove basting and press.



Centered Application



Lapped Application

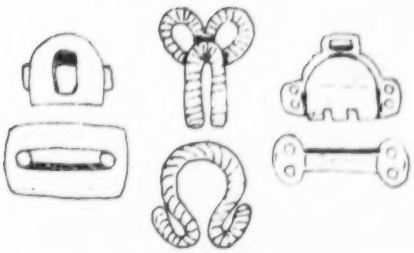


Fly Application

Courtesy of The Oklahoma State Department of Vocational and Technical Education

Attaching Fasteners. Fasteners, whether buttons and buttonholes, hooks and eyes, snaps, thread loops, or belt carriers are attached after the garment is completed and has been given a final pressing. The thread should be heavy-duty mercerized and should have a knot at the end. Secure the thread on the underside so that the knot will be hidden. Sew with whip stitches and secure the thread by taking several tiny stitches in the fabric or with a tiny knot near the fastener.

Snap



Hooks and Eyes

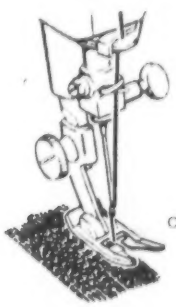
Alterations. A few simple steps can be taken to change pants lengths, make hem adjustments, and alter sizes to accommodate weight gain or loss. To make alterations, remove the stitching and try on the garment. Pin-baste to mark the adjustments needed while the garment is on. Measure the pants or skirt for proper fit and cut or hem as would be done on a newly sewn garment. Adjust the waist size of skirt or pants by removing the stitching and resewing it to fit. To adjust hems in dresses or pants, remove stitching in the old hem; press the removed hem, and pin up the new length. Stitch the new hem and press.

Mending. To mend a tear, trim the ragged edges and place an underlay on the wrong side of the tear for reinforcement. Stitch on the right side bringing the edges together. Shorten the stitches at the ends and corners to give extra strength. Trim the excess underlay.

Tear Mended with Plain Zig Zag Stitch

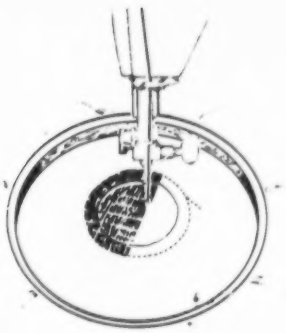
Courtesy of The Singer Company

Worn or torn spots on clothing can be darned using a straight stitch or the zigzag. Place an underlay on the back side of the worn spot. Stitch alternately backward and forward to fill in the area with parrallel lines of stitching. For extra strength, crosswise lines of stitching can be done. An embroidery hoop may be used to keep the material straight and tight.



Courtesy of The Singer Company

A Worn Spot Darned with Straight Stitch



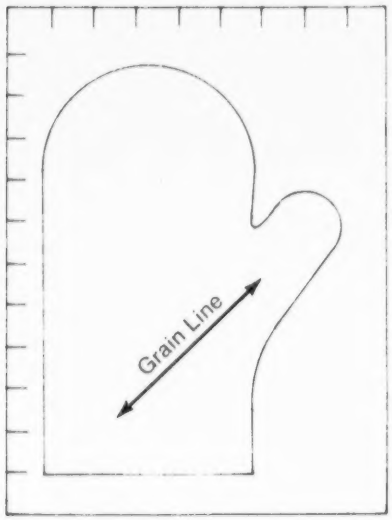
A Worn Spot Darned Using An Embroidery Hoop

Courtesy of The Singer Company

Learning Experiences

1. Make a sampler showing different finishes for raw edges.
2. Label pictures showing raw edge finishing.
3. Make a sampler showing different hand sewing stitches.
4. Label pictures of hand sewing stitches.
5. Practice applying a zipper to a fabric scrap.
6. Practice applying buttons by hand and by machine to a fabric scrap.
7. Practice applying snaps and hooks and eyes to a fabric scrap.
8. Prepare a simple project such as the oven mitt or shop apron, described in the following pages.
9. Select a project which can be constructed assembly line fashion such as might be produced in a factory.

OVEN MITT PROJECT

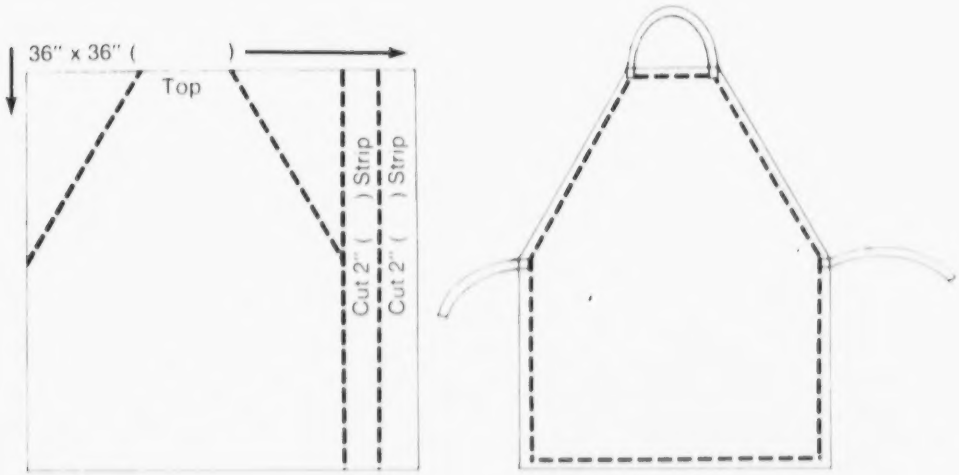


The design of the oven mitt is so simple that a pattern using a grid is easily made. Enlarge the pattern to fit the hand. The large padded mitt can be slipped on quickly to protect the hand from hot utensils and is useful to have in every kitchen.

Use a 12 x 24 inch piece of gingham fabric and two 12 x 24 inch pieces of flannel or terry cloth for padding. Using the pattern, cut two gingham pieces and four padding pieces. Assemble the front and the back units with one gingham piece and two padding pieces. Pin one unit together and stitch lengthwise rows of quilting stitches 1/2 inch apart using the lines of the gingham for guide lines. Stitch crosswise row s in the same way on both front and back units. Pin the two quilted units together and stitch around the edge except at the wrist. Finish the seam with binding or another row of stitching. Trim the seams and clip the curves being careful not to clip the stitching.

Turn the mitt right side out and hem the wrist edges with the machine. Press.

SHOP APRON PROJECT



Make the shop apron from one yard of 36-inch fabric. Heavy fabric is good for shop work and lighter weights can be used anytime that clothing needs extra protection.

Make a paper pattern using the design given. Cut two strips of the fabric 2 inches wide from one side of the fabric. Cut one strip in half making two lengths 18 inches. Sew these into tubes, turn, and press both strips flat. Cut the other strip into a 22-inch length. Sew into a tube, turn, and press flat.

Lay the remaining fabric flat on the table. Cut off the top corners of the fabric beginning 11 inches from the top cut edge and ending 11 inches down the side edge. Machine-hem all edges.

Hem both ends of the two 18-inch strips and attach one end at the waistline side with two rows of stitching. Hem both ends of the 22-inch strip and attach the ends to each side of the top with two rows of stitching. Press.

INSTRUCTIONAL OUTLINE

To teach the tasks association with MINIUNIT IX, a series of events must occur sequentially. In the following space, list the tasks and outline the procedure that should be used in teaching the miniunits.

List of Tasks	Procedure for Accomplishing Each Task
1	1

MINIUNIT X. CLOTHING CARE

Goal

After completing this miniunit, the student will be able to care for personal and/or family clothing.

Resources

Dewey, Margaret. **Teaching Home Economics to Special Students.** Portland, Maine: J.Weston Walch, 1976.

Oklahoma. State Department of Vocational and Technical Educational Center. **Cleaning Services.** Stillwater, OK: State Department of Vocational and Technical Education for Division of Special Programs, Curriculum and Instructional Materials Center, 1982.

Oklahoma. State Department of Vocational and Technical Education. **Home Economics I, Basic Core.** Stillwater, OK: State Department of Vocational and Technical Education, Division of Home Economics, Curriculum and Instructional Materials Center, 1977.

Tools and/or Equipment

1. Sink or dishpan
2. Washing machine
3. Clothes dryer
4. Iron - steam/dry
5. Ironing board

Materials and/or Supplies

1. Washing detergent, dry powder
2. Liquid detergent
3. Fabric softener
4. Towels
5. Clothes hangers
6. Soiled laundry
7. Measuring cup
8. Clothes line or rack
9. Clothes pins
10. Fabric finish spray
11. Pressing cloth
12. Distilled water

Objectives

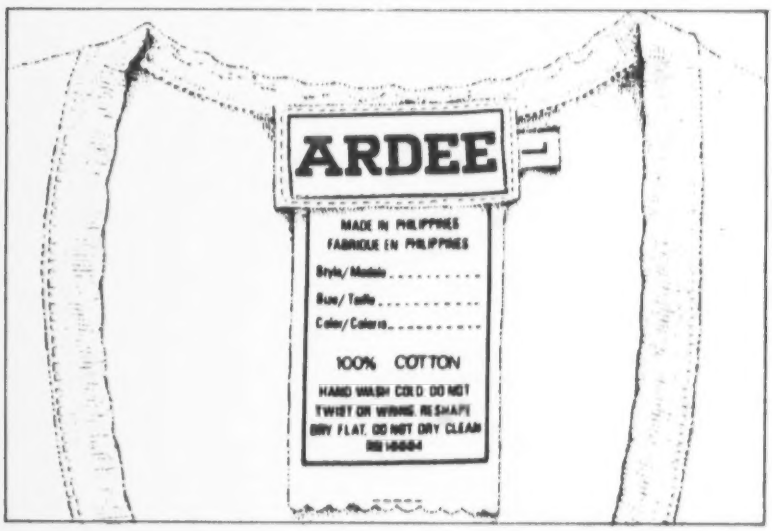
1. Match terms used in laundry.
2. List the laundry steps in proper order.
3. Demonstrate how to sort laundry into loads for washing.
4. Demonstrate how to remove stains from fabric.
5. Demonstrate complete hand washing steps.
6. Identify parts of the automatic washing machine.
7. Name three methods of drying clothes.
8. Identify parts of the clothes dryer.
9. Demonstrate the proper care and cleaning of a washer and dryer.

Information and/or Procedures

Learning to make clothes, to match them well, or to mend them will help a student look tidy on a limited budget. But all this is wasted if he/she has no knowledge in the care of that garment during the cleaning process. Clothes that come out of laundering undamaged and ready to wear are taken for granted by young people today. Easy-care fabric is commonplace that

students may be unaware of the significance of care instructions that are costly in terms of money and time. Various equipment is necessary in the care of clothing. However, possession of this equipment does not insure success in the care and durability of clothing unless it is properly used.

Labels. Labels give information on care of fabric or ready-made garments. These determine if the garment should be hand-washed, machine-washed, or dry-cleaned. These will also determine cost since hand washing requires more time and dry cleaning is more expensive. The label will also state the method suitable for drying, either flat or blocked, line dry, or machine dry.



Care Label

Courtesy of The Oklahoma State Department of Vocational and Technical Education

Preparing Clothing for Laundry. Pretreat soiled spots before washing. Stains should be brushed with a thick mixture of detergent and water or a full strength liquid detergent. Synthetic fabrics and durable press finishes may need pretreating often because they seem to hold greasy soil more than other fabrics. Read labels of special pretreating products before using them as some may not be suited to all fabrics. A stain removal guide is shown on the next page.

Even when pretreating is not necessary, follow a few guidelines when preparing clothing for laundry. Mend any rips and remove trims, belts, buttons, and zipper pulls that are not washable. Sew on any loose buttons or hooks. Close zippers or hooks and tie loose ties or belts. Empty pockets, turn them inside out, and brush away lint and loose dirt. Turn garments inside out.

Sorting Laundry. The methods for washing will determine how to sort clothes for washing. Machine laundry steps are (1) sort clothes, (2) pretreat soil, (3) load clothes into machine, (4) select water temperature, (5) select detergent, (6) and dry clothes. Clothes should be sorted into groups that can be washed and dried together using the same water temperature, detergent type, and dryer temperature. Separate clothes by color, soil type, and fabric type. The purpose of sorting is to separate items that could in some way damage other garments.

STAIN REMOVAL GUIDE FOR WASHABLE FABRICS

Stain	Treatment
Blood	While stain is fresh, soak in cold water. Work in detergent paste. Launder in warm water. If the stain persists, soak again with bleach. Relaunder.
Candle Wax and Paraffin	Place the stain between clean white blotters or several layers of facial tissues and press with warm iron. To remove remaining stain, sponge with a dry-cleaning fluid. Rinse and then launder.
Chewing Gum	Harden gum by rubbing it with ice. Scrape off excess with dull knife. If a stain remains, sponge with a dry-cleaning fluid, rinse, and then launder.
Chocolate and Cocoa	Soak in cold water. If colored stain remains, pretreat with detergent paste and launder in water as hot as safe for the fabric.
Coffee and Tea	Pour boiling water through taut fabric. Launder in hot water.
Cosmetics	Pretreat with detergent paste. Launder in hot water.
Crayon	Loosen stain with cooking oil. Add detergent, working until outline of stain is removed. Launder.
Egg	Scrape off excess. Soak in cool water and then launder in hot water.
Fruits and Berries	For cherry, peach, pear, and plum stains, soak at once in cool water. For other fruits, pour boiling water through stain. Launder.
Grass and Foliage	Rub detergent paste into stain. If necessary use a mild bleach. Launder in hot water.
Grease and Oil	Scrape off as much as possible. Rub detergent paste into stain. Launder in hot water with plenty of detergent.
Ice Cream	Soak in cool water. Then treat with detergent paste. If chocolate or fruit remains, follow directions for those stains.
Ink (ball-point)	Rub white petroleum jelly into stain. Pretreat with detergent paste and launder. If fabric permits, add bleach.
Mildew	Launder in hot water. If possible, dry in the sun.
Mustard	Pretreat with cool water and detergent. Launder.
Perspiration	Pretreat stain with detergent paste. If stain persists, apply ammonia to fresh stain and white vinegar to old stain. Rinse with water and then launder.
Scorch	Pretreat with hot water and detergent. If stain remains, rub with suds. Add bleach if fabric permits. Launder in hot water.
Shoe Polish	Scrape off as much as possible. Pretreat with detergent paste and then launder.
Soft Drinks	Sponge immediately with cool water. Launder.
Tomato	Sponge area with cold water. If stain remains, pretreat with detergent paste. Launder in hot water with bleach.

Items having a strong tendency to shed lint should be washed separately. Typical bundles might include the following:

Sturdy White and Colorfast Items	Non-Colorfast Items	Heavily Soiled Clothes	Delicate Items
Towels Sheets Pillowcases Handkerchiefs Shirts Cotton Underwear Diapers (should be washed alone or with other items of similar soil)	Sport clothes Dresses Blouses Children's playclothes Pajamas Colorful household linens	Work clothes, including underwear Throw rugs Playclothes Active-sport clothes	Fragile blouses Lingerie Sheer curtains

Wash water temperature is important because it directly affects cleaning, wrinkling, dye stability, and durability of fabric finishes. Select hot water for sturdy whites, colorfast pastels, and heavily soiled durable press, wash and wear, and work clothes. Select warm water for lightly soiled durable press, wash and wear, noncolorfast, nylons, polyesters, and acrylics. Select cold water for delicate colors, and fabrics, lightly soiled fabrics, and washable silks and woolens.

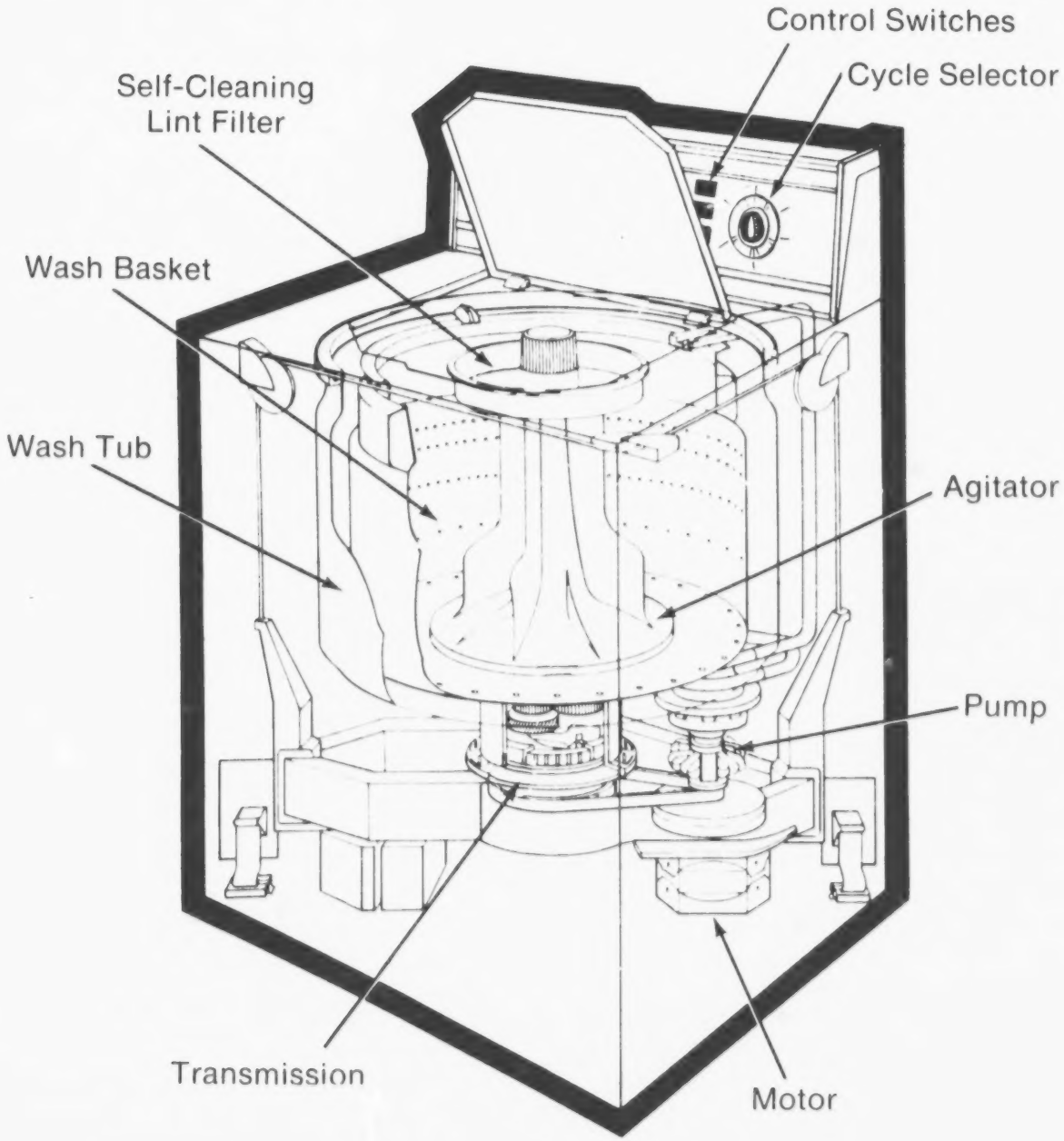
Many laundry products are on the market which aid in cleaning and keeping clothing in good condition. Mild detergent in used for delicate clothes and light soils. All purpose/all temperature is used for general laundry and normal soils. Cold water detergent is used for sensitive colors, synthetics, and light soils. Heavy-duty detergent is used for heavily soiled clothing and hot water washing. Soap is a mild cleaning product and will "curdle" in hard water. Bleach is used as a strong aid for whitening clothes, removing stains, and disinfecting. Fabric softener helps make ironing easier and prevents static electricity. Starch is used to give body to cottons and to keep them clean longer.

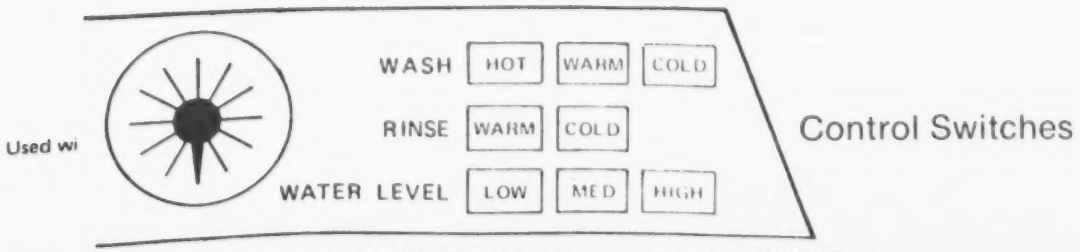
Machine Washing. One should become familiar with a clothes washer before attempting to operate it. Automatic washing machines have an operator's manual with instructions for the machine and the clothes, such as parts and their purpose, size of loads, and cleaning and caring of machine.

Clothes should never be crowded into a washer. This causes less cleaning and may cause soap buildup to remain in clothing as well as put extra strain on the motor and agitator. Filters should be cleaned after each load to assure removal of lint and to prevent overflow of water if the filter is blocked by lint. An automatic washer is shown on the following page.

Hand Washing. Some clothing made of delicate fabrics, such as silk, sheer nylon, lace, or wool, should not be washed in a machine. Hand washing is also a good idea if the item is not colorfast. Read the care label for special washing instructions; remove any nonwashable trims or buttons; and pretreat stains or soil. Wash the garment in a clean tub or sink, and rinse the garment thoroughly. Do not twist or wring the garment. Lay it flat on a thick, absorbent towel, hang it on a non-rust hanger over a tub or shower, or tumble it gently in a dryer at low heat if the care label suggests this method.

Automatic Washing Machine





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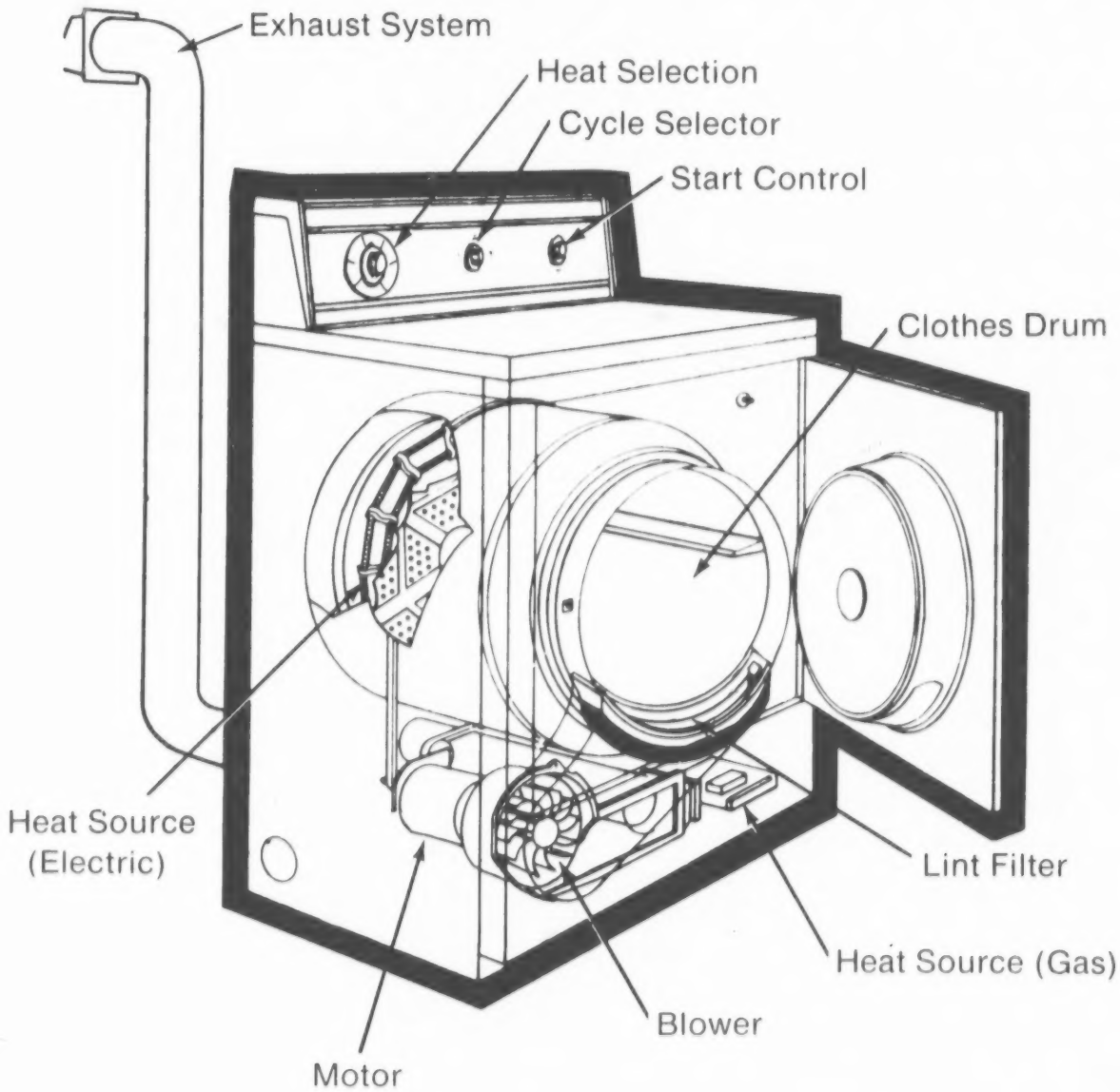
Courtesy of The Oklahoma State Department of Vocational and Technical Education

Drying. As in washing, there are also different methods of drying for varying fabrics. In flat drying, the most important thing is retaining the size of a garment. This means a garment should be spread out on a clean flat surface, such as towels, with an outline of the original shape to go by in blocking a garment. A garment may also be of such delicate material it will not withstand machine drying or the heat. Line drying is preferred for large flat items such as sheets, to save space and length of time to dry and for a clean sunshine aroma. Machine drying is usually preferred for convenience and weather conditions. The owner's manual should be followed in using a dryer. Never overload a dryer. Clean the filter after each load. Never put certain items such as plastics into the dryer. Remove clothes promptly to avoid wrinkling. (An automatic clothes dryer is shown on the next page.)

Ironing. After a garment is cleaned and dryed, it may then require ironing. (An iron and its parts are shown later in the manual.) Irons should be treated carefully. Set proper temperatures for a selected fabric, keep it clean, and store it in a safe place. Fill a steam iron with distilled water for use and empty for storage. Always unplug the iron when filling it with water.

Pressing may be required for some fabrics, while a fabric finish may be needed for others. None of these are worthwhile if the garment is not promptly placed on a proper hanger and hung in a spacious place to prevent wrinkling.

Automatic Clothes Dryer



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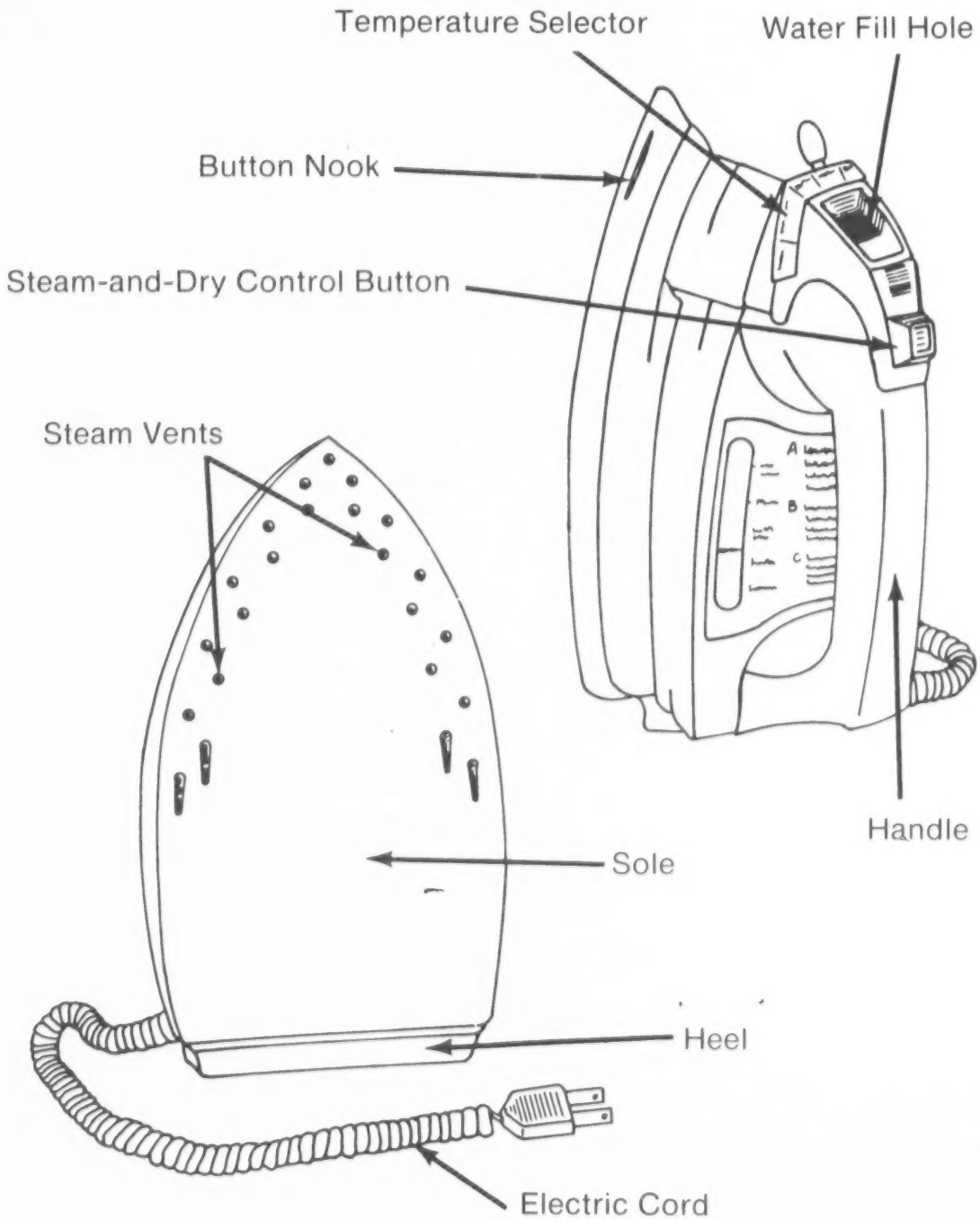
Courtesy of The Oklahoma State Department of Vocational and Technical Education

Parts of a Steam-and-Dry Iron



Courtesy of The Oklahoma State Department of Vocational and Technical Education

Learning Experiences

1. Match terms used in laundry.
2. Match ironing terms to correct definitions.
3. Cut clothing pictures from a catalog to sort into laundry groups.
4. Have students be responsible for the family laundry as a home experience and report in class.
5. Write stains on 3 x 5 inch cards; write removal procedures on 3 x 5 inch cards; have students match the stains and removal procedures. Use the cards to play "Concentration."
6. Have students write sentences telling how to care for a garment constructed in class.
7. Demonstrate the correct procedure for operation of the washer and dryer.
8. Obtain samples of clothing hang-tags and labels. These may be from students' clothing or care labels for fabrics from a cloth store.
9. Arrange a field trip to a laundry, either commercial or institutional.
10. Obtain washable items for the class to launder from a home economics class or school cafeteria.
11. Experiment with bleaches and spot removers on various fabrics.
12. Sort and fold dry laundry.
13. Demonstrate clothes-hanging techniques on hangers.
14. Practice proper ironing procedures on a shirt or other garment.

INSTRUCTIONAL OUTLINE

To teach the tasks association with MINIUNIT X, a series of events must occur sequentially. In the following space, list the tasks and outline the procedure that should be used in teaching the miniunits.

List of Tasks	Procedure for Accomplishing Each Task
1	1